

## PERSONAL

Whoopee, whoopee, whoopee. Zippety doo-dah. Hot diggity. Yoicks, yippee, yippee, yippee. Fan-fastic, hrrill, ace, magic, triff, super. Yowee. Hallelujah. Thanks a million. Knockout. What n tinnic. Over the moon. Yazoo, yazoo. Hip, hip, hip, hoo bloody ray.

The news that Rhodes Boyson had been removed from education did elicit what one might call a flicker of joy when I heard it on the car radio, and the teachers in the traffic jam were recognizable as the ones sounding their horns in unison like Italians on World Cup night. I wouldn't know, I was too busy being arrested for performing cartwheels down the central reservation.

Ol' Baggy Eyes has always been top of my list of Pepple Not To Be Trapped In A Lift With, so as far as I am concerned it is the best piece of redeployment this side of the Middle Ages. The only sad note is that he moves in social security, doubtless to harass trendy pensioners. Just shed a tear for all those teachers who hang up their chalk in the summer, and instead of being rid of him for good,

look over their shoulder as they stand in line for their well-deserved state benefits, only to discover the Evil One, disguised in his dirty mac, infiltrating the queue in pursuit of welfare state scroungers.

The removal of Mr Tread, and the disappearance of William Shelton, if it is not too illogical to talk of the invisible disappearing, were some small consolation for the loss of William Wildegrave, the one good egg in the previous ministerial nest, and the return of Sir Monty Python. I am not yet prepared to abandon all belief in the power of prayer after one setback, just because Sir Monty has boomeranged back.

My future supplications will include the humble hope that a couple of years from now he will perform one too many triple somersaults with pike, and Miss Piggy will then take the opportunity to reward him with one of those new-fangled hereditary peerages. Thereupon Duke Python of Bedlam can take his penguin to the House of Lords, and future Pythonettes can hop safely around there to the end of time. All of which made it very intriguing



Ted Wragg

to know the credentials of those who would be chosen as ministerial sidekicks for the Dynamic Duke. The first bad news was that, owing to government economies, there would be two junior ministers instead of three, or rather instead of one if you only count those who were any use. The second was to discover that Messrs Bob Dunn and Peter Brooke, the two concerned, are not exactly political giants. My heart sank even further when I began to read more about Mr Dunn, and that

was aside from a slight puzzlement about how someone could possibly be Dunn before he'd even started.

I don't know what well brought up people like yourself did to gate-crash parties in your youth, but the favourite play in my day was to think someone you knew who was persona grata in the household concerned, and then announce to the heavy on the door that you were a friend of Sid's or whoever. It worked every time. Mr Dunn was obviously raised in the same school, because his first pronouncement to the press after his appointment was that he was "firmly in the Boyson tradition".

Now hold on a minute, sunbeam. I can take a joke with the best of them, but when all is said and Dunn, if Miss Piggy's idea of revenge on education is to dismantle Boyson and the anonymous Shalton and reassemble a junior minister from bits of each, it is the sort of thing that will get spare part surgery a bad name. It is as if someone had announced to the peasants feigning grief at the passing away of Vlad the Impaler, that he had a kid brother.

Let us hope that the new team of

Dunn and Brooke will recognize that education can do without the kind of oldthink that brought dismay to schools in the last Parliament. We need an end to the perpetual innuendo from previous ministers that teachers are treacherous, incompetents, and a recognition that standards have gone steadily up, that, despite a few no-goods, in the words of the big HMI primary and secondary surveys, most teachers and most pupils in most schools work hard.

If the Duke Dunn/Brooke outfit really want to improve education, they could do worse than embark on a programme of positive support for the many good things happening in schools. An undermined and demoralized teaching force would be of no shape to undertake the drastic rethinking that is needed as our society painfully adjusts to the most dramatic social changes of any period this century other than wartime. It is the wrong moment in our history to heap further abuse on an enterprise which is far better than the image it has been given. I would hate to think that education had been Dunn.

## ARISTIDES

## Daring to be different

I'd been talking to Nikki Archer, who is just retiring after 25 years as head of the progressive King Alfred School, Hampshire, founded in 1898. I came back to find a new book about six progressive comprehensive schools, founded in the late 1960s and early 1970s, edited by Bob Moon, head of



Nikki Archer: "I have given myself permission to be wrong" has been her guiding motto. Picture: Laurie Sparham/Network

Sturminster Newton, Dorset. The book is called *Progressive Schools: Challenge and Change*, NFER-Nelson, £4.95. Teachers in less ambitious places might wonder whether the exhausting struggles were worth while.

Bob Moon has no doubts. He was head of one of the Stantonbury Campus schools in Milton Keynes, featured in the book, and is now head of The Peers School, a well-established comprehensive in Oxford. He says that the progressive comprehensives have been judged by far stricter criteria than normal ones (not least by the teachers working in them). "All schools should evaluate their work that carefully—it's not good enough to say it's too much work and worry."

Several of the schools fired off on all fronts at once—curriculum, teaching methods, assessment, teacher-pupil relationships, community education—and the reports show the price they sometimes paid, both in public conflict and in teacher burn-out. But Moon is optimistic. "They're all still here, and some are moving on to the third or fourth stage of innovation. And in spite of the funny ideological climate, it's easier to discuss their successes and problems openly than it was five years ago."

One reason, he says, is that the schools anticipated major issues about curriculum and assessment that all schools must now face, under the combined pressures of youth unemployment, falling rolls and expenditure cuts. "There's a growing crescendo of opinion that something has to be done about a 13 to 16 curriculum

possible, "they haven't got the experience to make sensible decisions about their future," she says.

Links with parents remain very close, with more than 100 meetings of various groups and committees every year. New staff still have to be "educated in our traditions"—teachers in most schools don't have much choice as to how they approach their teaching. "Some new teachers confuse being friendly and informal with children being friends with them."

"A friend is someone you take your troubles to, and teachers should not take their troubles to pupils," she says. "Just because staff and pupils call each other by Christian names it doesn't mean there isn't a certain objectivity in the relationship."

She believes that academic qualifications are very important—provided they are part of a broad education but says that British children are faced with failure far too early. "Potential can manifest itself extremely late—the third stage of education

can be reached any time between 15 and 25. Adult education is an essential part of a civilized country's education system."

Over Nikki Archer's desk there is an elegantly lettered inscription: "I have given myself permission to be wrong." That permission might seem the greatest luxury to the heads who steered the schools in Bob Moon's collection through their early years (*Comprehensive Schools: Challenge and Change*, NFER-Nelson, £4.95). Teachers in less ambitious places might wonder whether the exhausting struggles were worth while.

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based on single subject examinations."

He compares the "tremendous enthusiasm" in the early days of CSE—"It was important, it legitimized the work of a lot of teachers"—with the leaden gloom generated by the 16-plus: "we're having a white elephant foisted on us." Moon himself is closely involved with development work on the new Oxford certificate.

Local education authorities, he believes should give a strong lead. "The Henry Morris and Alec Clegg need to get working again." Aod

heads should not be frightened of leadership: "You have to steer between the autocracy of the 1930s and the consultative bureaucracies of the 1960s—which left the 13 to 16 curriculum unchanged for 15 years."

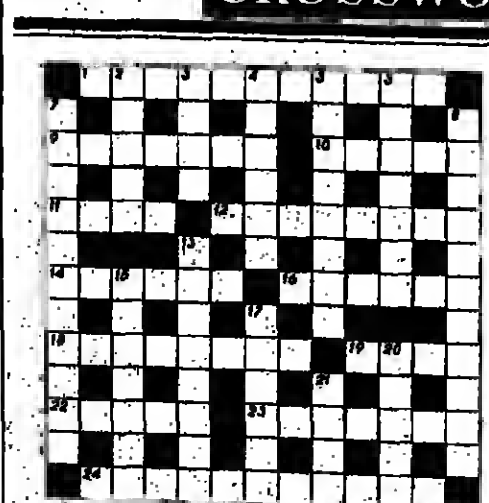
He says that in spite of all the talk of low morale and no resources, teachers he meets on in-service courses are "quite excited about what they're doing, trying to break away from the stranglehold of the two-year subject-based course." And he believes it is surprisingly easy to sell new ideas to parents—especially middle-class ones—if you go out and argue the case with them.

He was pleased by some Open University research on Stantonbury parents, who turned out to be extremely traditional in theory—believing that discipline and standards were going to pot—but in practice to be delighted with their own children's unusually progressive secondary education. "We've got to rehabilitate the word 'progressive'—it's become difficult for a head to use," says Bob Moon.

● *Oxfordshire* — Bob Moon's employer — is one that is prepared to be progressive. They're opening a big new amalgamation of three schools at Henley, and are looking for a head with ideas, not least about community education. It will be a federal school, on Banbury Road, with lower school and a sixth form, and will have 2,000 pupils altogether. (The job was advertised in last week's TES).

What they don't say is that the new head will have to be a good conjurer, as well as a good innovator. These money for new developments in Oxfordshire has to come out of thin air.

## No 108 CROSSWORD by Rufus



**Across**

- Presumably do work
- Given a hundred times
- Publication is put to wrong use
- A return which is some way off
- Order about for a
- Stays will alter a wait
- Roses is involved to
- Stays up when there are
- Back on the German
- Bank roots twisted
- Disorder can be
- Call politely
- Washing may depend on

**Down**

- Capital is required to get a new car on
- A suburban in a real
- A lucky mother's
- Small party conflict
- Spent of peculiar quality
- An oasis should stop
- A good one (7,4)
- Show what discontent
- Stays up when there are
- Disorder can be
- Call politely
- Washing may depend on

These days, children at the school seem to have very little formal say in how it runs. Mrs Archer says that the Children's Council won all the main arguments many years ago. "There is a very small area left where the council can make decisions. But it's a good way of introducing children to democratic processes." Although children should be listened to with respect, and given explanations if something isn't



Bob Moon: progressive schools have been judged by far stricter criteria

## THE TIMES Educational Supplement

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## Talking to Alice

Two-year-old Alice Lutyns and her friend, teacher Annette Lamborn, understand each other perfectly — thanks to a newly-designed hearing aid called Radio Link.

The new unit enables up to three children at once to link up directly with a teacher or parent who is fitted with a transmitter. This special channel cuts out most distracting outside noise, and gives the deaf child a better chance of following lessons, or holding normal conversations, vital for speech development.

Using a traditional hearing aid in the classroom has been likened to holding a conversation across a main road.

## Brent pledges 'no closures'

by Hilary Wiles

The London borough of Brent is the first education authority to say that it will not close any schools, despite falling pupil numbers.

Secondary pupils are expected to fall from 17,500 in 1982 to 13,800 in 1990.

The declaration puts the Labour-controlled authority in a unique and bold position, as neither the Labour Party nationally nor any other local authority has committed itself to a no-closures policy.

The decision, taken at a meeting of the education committee on Monday, rules out any possibility of reorganizing into middle schools or tertiary colleges, and commits the borough to maintaining all its 11 to 18 schools.

The reader pattern of primary schools is to be reviewed to try and divert children from the larger schools to the smaller, community education programmes, including those for pensioners and the unemployed that are to be developed within schools.

The decision means a reprieve for the threatened South Kilburn High School and John Kelly High (Boys) School. Last autumn the John Kelly school had an intake of just 37.

The proposal caused a split within the Labour group. Advocates of the policy said it would retain resources in deprived areas and encourage families not to leave areas where schools appeared under threat.

Opponents argued that it would spread resources too thinly and allow the authority no room to manoeuvre.

## Drastic shake-up of secondary science planned

by Nick Wood

Secondary schools will be obliged to adopt a totally new approach to science teaching if recommendations from a Government backed review group are accepted.

The report says all pupils should have seven science lessons a week in their last two years of compulsory schooling.

It calls for a drastic slimming down of existing science syllabuses to make room for a more technological approach and the inclusion of material from fringe subjects such as astronomy and earth sciences.

It also wants schools to experiment with new ways of teaching science that break down traditional subject boundaries and strengthen links with other parts of the timetable.

Its chief aim, the creation of a scientifically and technologically literate society, necessitates a reversal of current practice under which one child in 10, around 100,000, does no science at all after the age of 13 — and three in four are denied a broad science education in their fourth and fifth years.

The proposals come from the Secondary Science Curriculum Review, which was set up in 1981 under the aegis of the Schools Council, and is sponsored by the Department of Education, the Association for Science Education (the foremost professional body for science teachers), the Health Education Council and the Northern Ireland Council for Educational Development.

The bulk of its £1m budget, to be spent on a development programme including syllabus revision and the production of teaching materials over the next three years, comes from the

DES and local authorities through the Schools Council.

The report, copies of which are being distributed throughout the education service and to industry and commerce, is both consultative and an agenda for action. The review group hopes to incorporate feedback from these bodies in the work of its rolling development programme. Around 70 i.e.s are involved and about 40 teachers have been seconded full-time to work on the project.

Much of what the group is saying — the "science for all" theme and the emphasis on a more technological approach — is not new. Recent statements from the DES, the Royal Society and the ASE have trumpeted the need for a broader curriculum.

The difference is that for once a set of recommendations is being linked to a national development programme.

The group is also tackling head on what many regard as the greatest obstacles to change — the examinations boards and the universities.

Exam board representatives are on the SSC's steering committee and this week Dr Dick West, its director, met the boards in an attempt to persuade them to give dispensation to fifth formers who take part in the review's pilot schemes.

The report also argues effectively against early specialization in science education and seeks to reassure academics that standards at A level will not be jeopardized.

*Science Education 11-16: proposals for action and consultation.* Secondary Science Curriculum Review, Harford House, 101-103, Great Portland Street, London W1N 6BH. Single copies available free with stamped (21p) addressed A4 envelope.

## 'Cheeky' code of discipline angers poly lecturers

Polytechnic lecturers are being threatened with a disciplinary code that could lead to their being sacked or fined for insubordination, time wasting, absenteeism, lateness or poor job performance.

They are particularly angry about the inclusion of insubordination among the minor offences that could result in disciplinary action. They say it could lead to staff being sacked for "cheeky" remarks and claim it could undermine academic credibility and freedom.

Opposition to the code, which has been proposed at the Ulster Polytechnic in Newtownabbey, Northern Ireland, and is intended to apply to all grades of staff, is being led by the Association of Polytechnic Teachers, which has 300 members among the 550 lecturers at the polytechnic.

The union's executive committee has condemned the management's proposals as "trivial but dangerous".

Mrs Heather Eggin, chairman of the local branch of the APT, said that talks to agree disciplinary procedures for all polytechnic staff had been dragging on for 18 months. The APT was holding out against the collective view of the other unions, including the National Association of Teachers in Further and Higher Education.

Her members found this "unacceptable" and wanted a separate code for academics.

Referring to the inclusion of insubordination among the list of minor offences, Mrs Eggin said that the hierarchical management structure of industry was not appropriate for lecturers. They often chaired meetings and boards attended by their superiors, sitting as ordinary members. In such situations, the concept of insubordination was out of place.

Mrs Eggin also condemned management plans to withhold salary and incremental rises from lecturers who broke the rules.

Dr Tony Poulton, national secretary of the APT, said the Ulster proposals raised the prospect of a lecturer chairing an academic board being threatened with disciplinary action. For instance, he said, he had of department out of order, Ms Penny Holloway, NATEF's branch secretary at the polytechnic, said the APT was obstructing attempts to reach a negotiated agreement on the code.

"Management has a responsibility to produce a procedure for disciplinary action and our responsibility as trade unionists is to look at it and suggest changes to the benefit of our members."

"We want a disciplinary procedure that is good for our members. If other unions also find it acceptable, that's up to them."

A spokesman for the polytechnic stressed that the proposals were in draft form and were subject to revision in the light of comments from the unions.



## Crime victims to get help

A surge of petty crime in schools and damage to teachers' personal belongings — in particular their cars — has prompted the Association of Teachers and Lecturers to arrange for special insurance.

The union announced this week that its 90,000 members could receive coverage of up to £75 against any malicious damage to their cars while parked in school grounds. The policy is provided by Commercial Union.

In addition, the new cover extends protection given to teachers if up to £50 is stolen from them while at school. Previously, they could claim only if the cash was taken from their person or while under lock and key.

THIS WEEK	Selection and statistics	Head hunting	Arts/Books	Resources
COMMENT OVERSEAS NEWS SITTERS TALKBACK PERSONAL, ARISTIDES AND CROSSWORD	2 14,15 16,17 18 72	New research is critical of the procedures for appointing head teachers. Conference report Mark Jackson reports from the National Education and Training Conference.	11 Farukh Dhandi on fiction for young people. John Weightman on teenage slang. Frank Colfield on new research into class and poverty. Andrew Peggle previews the National Festival of Music for youth. Heather Nell previews the National Theatre's new production of <i>The Firm</i> . Sheila Macdonald on <i>Rhino</i> . English textbooks.	22-24 Wendy Boddy surveys... EXTRA Approaches to music: Chole, a tonic... Approaches to music: Chole, a tonic... Approaches to music: Chole, a tonic...
CLASSIFIED	28	Mixed feelings Teachers are threatening industrial action over mixed aged classes in primary schools.	19 Assertiveness training How to win arguments and influence people.	31-42





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## More steps across the minefield

The proposals of the Secondary Science Curriculum Review group (page 1) for comprehensive science courses suitable for all abilities and broad enough to encompass the essentials of biology, chemistry and physics within the time normally allocated to two science subjects, quite deliberately contain little that is startlingly new or surprising. Conscious that they are walking across a minefield, the review team, led by Dr Dick West, and its steering committee of scientists and educators, make the most of the consensus, such as it is, between themselves, the Department of Education and Science, the Association for Science Education (which fought for the group to be set up) and eminent scientific bodies like the Royal Society.

There is a fair amount of agreement not to disagree over such elementary matters as the amount of time to be spent on science within the course of a general education. There were similar signs of deliberate congruence in the Royal Society's proposals for secondary science earlier this year. Its report, *Science Education 11 to 18*, bore the marks of intimate, behind-the-scenes consultations with the DES during the preparation of the Department's own consultative document, *Science Education in Schools*. The Department clearly signalled its view that many O level science syllabuses were overloaded and out of date. The Royal Society, too, was prepared to consider reductions in content — one of the key aspects of the review group's proposals.

*Science Education 11 to 16*, the proposals of the Secondary Science Curriculum Review, contains no magical formulae for condensing a litre of triple science into a pint pot of something like seven periods a week. In part, it is little more than a formal acceptance of those points on which the scientific, governmental and educational establishments seem

way to the countryside reform of secondary science. The plan is for the SSCR to coordinate and summarize the work of groups of teachers and others around the country working on new ways of teaching science suitable for all pupils, not just those who will go on to further scientific study.

It is the outcome of this work that will test the strength of the apparent accord between the various groups who clearly accept science teaching in schools is in need of reform. While it may be widely agreed that some reduction in traditional syllabuses is necessary, it is unlikely that there will be so much agreement about how much they should be reduced, let alone what should be left out. The Royal Society spoke of "marginally-reduced" syllabuses. The SSCR group, on the other hand, envisages not only reducing the time devoted to three sciences by a third but also the introduction of new material to emphasize the social, economic and applied aspects of science. The Secretary of State, meanwhile, has made it abundantly clear he dislikes the idea of diluting the hard scientific content with sociological considerations.

Integrated science, so disliked by pure scientists, is one approach to be tried, but not the only one. Attempts will be made, also, to fit three sciences into two and the review group accept there is not likely to be any single right way to teach science across the country.

The review team clearly recognize, too, that to date higher education has made most of the curriculum running in secondary schools and that to establish new science courses that are part of a comprehensive, general education, the approval of the universities and professional bodies has to be won. Devoting several pages to this, the review group's proposals accept that preparing children for

done that. But, it is argued, this is not the only feasible route to A level or necessarily the best; early specialization is too high a price to pay; science for all could increase the number of potential and better-equipped science students and ultimately improve the public attitude and support for science.

The danger is, of course, that if higher education remains unconvinced by such arguments, "science for all" courses will be relegated to those pupils not able or not interested enough to take the traditional courses. It is for similar reasons that the review group has taken its proposals at an early stage to the examination boards to try to win their support for curriculum reform and to make it possible for schools to take part in experiments without risking pupils' prospects.

In all this, the Government has yet to show its full hand. Sir Keith Joseph still has one card to play in the form of the "statement of policy" promised in last year's consultative document *Science Education in Schools* which was itself an elaboration of the Government's thinking on science foreshadowed in *The School Curriculum*, which in its turn was begotten, as it were, by *A Framework for the Curriculum*. The hope was that this policy statement would "command general assent" so there is every reason to believe it will not now appear until the Minister has some feedback on the review group's arguments and proposals.

With the one obvious shot left in his locker, Sir Keith could throw some weight behind the principles of the proposed reform, if not all the details of it, and be seen to lead from the front towards a science curriculum designed to fit the needs of everyone in the latter part of this century. Alternatively, he could use the objections that are bound to be heard from some parts of the higher education world, and again, the divisions in education between the thinkers and the doers.

## COMMENT

### Time to get technical

On page 4 John Gray reviews *Standards in English Schools*, the study of examination performance by Dr John Marks, Lady Cox and Dr Matej Poplan-Szrednicki published by the National Council for Educational Standards, referred to in these columns last week. The weight to be attached to the three authors' conclusions depends entirely on the validity of their statistics and the view which is taken of the interpretation they place on them.

These matters are seldom uncontroversial — as the vigour with which Dr Marks and Lady Cox have, themselves, criticized the work of others bears out. With luck, some of the technical issues can be separated from the conclusions which are drawn. Dr Gray clearly thinks the conclusions in this latest study are based on rather less firm foundations than have been claimed. The conclusions, in so far as they are expressions of opinion, are the authors' affair; in so far as they are put forward as following inevitably from the statistical evidence, they are no better than the statistical analysis.

Dr Marks and Lady Cox also write on page 4 to complain about the leading article on this page last week, and in particular the suggestion that "they discovered what they set out to find". This was not intended to be offensive. A reader of their other writings might well have supposed that the hypothesis that a selective system would produce better results than a comprehensive system was one they might well have adopted.

### ILEA's fair race policy

The policy aimed at stamping out racism which ILEA is due to approve shortly is bound to prove controversial, because anything proposed by its Labour leaders always is, but that does not mean that they are not moving in the right direction.

It is one of the three prongs of attack on under-achievement (the other two larger groups are girls and working-class pupils) and is the first to

This seems to be the right priority. The dangers of ignoring the tensions generated by racism and inadequate multiethnic education are real and present. The time has come when every authority should have properly stated policy on the issue, and a liberal one.

ILEA is not the first in the field. Eighteen months of consultations with black community groups have toughened up the draft proposals significantly, but in their final form they also owe heavy debts to the far-reaching policy statements on equality already adopted by Bradford and Berkshire, both Conservative authorities, which have done a very good job with rather less fuss.

In terms of delivery, however, ILEA may well distinguish itself in several ways, not least because many of its teachers and schools are already deeply committed to the principles and some of the practice involved, and have been waiting for this lead from the authority to strengthen their own initiatives.

There are others who are not, of course, which is one good reason why black groups in Inner London see action to eradicate "institutional racism" — conscious or unconscious — as so urgent.

The most prickly of the measures to be introduced are those which allow for the cooption on to every committee of two voting black representatives, and the fairly mind-blowing commitment to overhaul every subject in terms of racist attitudes and material.

Coooption of non-elected members on that scale raises delicate constitutional issues. All the same, it is difficult to suggest other adequate ways to ensure that the black voice is heard where the decisions are made, at least as a temporary form of positive

action. The system is not yet producing the black people needed to play their part in governing bodies and committees through the ordinary democratic processes, and the advice of members of the black community on how to change it so that it will, may well be needed.

On curriculum, the first chosen subject of geography has already produced more than its share of controversy. Other storms can confidently be predicted as other subjects are tackled. The challenge — and the work-load — for the Inspectorate, advisory services and teachers themselves will be formidable, and while the curriculum review now being conducted by David Hargreaves' committee should have much to contribute, it will also stir things up.

The timetable set for a response from schools is short, but it must be right to start with a sharp jolt to attitudes. As Mr Peter Newman, chairman of the Commission for Racial Equality, said in introducing his annual report this week, what is necessary is a great deal of detailed action by a great number of people. That is the course that ILEA is embarking on.

More than 15,000 young writers competed for the £4,000 prize money in the first Sunday Times Schools Essay Competition. All special classes were represented — from a famous London prep school to a Belfast primary, from a renowned independent school to comprehensive where the teacher wrote on waste paper from a computer print-out.

From The Sunday Times July 6, 1983

### Sidelight

## A guru with an obsession about space

Buckminster Fuller who died in Los Angeles on July 1 at the age of 87, shortly after speaking in support of this year's Royal Gold Medalist at the RIBA in London, was a phenomenon in the worlds of architecture, engineering and education. His fascination lay as much in the puzzlement of ideas he loosed upon anyone listening.

He was educated as neither an architect nor an engineer and made major contributions to both. In 1927 he launched his *Dymaxion House* which was an exercise in the application of advanced technology to living space. Dymaxion stood for "dynamic plus maximum efficiency"; the modern man who could use such a house would be, like Bucky Fuller himself, an apostle of technology.

The house was a machine for living in, suspended around a central spiral and exploiting every possible technical device. Dymaxion man could go further and use a Dymaxion Three Wheeled Auto, a modelled version of the advanced house.

Not altogether surprisingly, neither of these ideas caught on in the world of practicality and Fuller concentrated on the design of geodesic domes — on many scales, using octahedrons and tetrahedrons, on some of which he had patents.

The best known was the American pavilion at Expo 67 in Montreal; its most ubiquitous were the domes used by the American services; the whole idea was for enclosing mobile cities in them. Made of light metal and plastic they became a potent symbol of modern life.

Space was his obsession. His book *The Operating Manual for Spaceship Earth* introduced another lasting symbol — a new way to look at the world and a challenge to man to control the ecological environment. With a flash of imagination, Harvard Uni-



versity made him its Professor of Poetry. He travelled to every part of the world, talking all the time, the guru of architectural students, an educator extraordinary. He taught anyone who came in sight. Long ago made a simple remark to him and was treated to the most detailed exposition of spatial mathematics.

His lectures were legendary. They could last for three or four hours, or even for a whole day, with intervals for meals; he carried on just where he had left off, with undiminished enthusiasm. Students flocked to the lectures prepared to stay the night. Even if you were bored to distraction, you couldn't help liking him.

I met him on one of the cruises organized by the Greek pianist and theorist, Dorian. We reached Olympia on Bucky's eightieth birthday. He ran right round the Olympic stadium. As he completed the circuit he was crowned with a wreath of laurel, the strangest Olympic champion you ever saw — a stocky little human dynamo whose mind could not stop working.

Patrick Nuttgens  
Buckminster Fuller was director of the Leeds Polytechnic.

## IN BRIEF

### ILEA abolition confirmed

The Government has confirmed that it will abolish the Inner London Education Authority and replace it by a joint board of elected representatives from Inner London boroughs.

Mr Robert Dunn, the new Under Secretary of State for Education and Science, told the Commons the Government would consult interested parties and produce a White Paper later in the year.

Sir Keith Joseph, the Education Secretary, said that ILEA "is the most extravagant education authority in the land".

● Pupil-teacher ratios in ILEA schools improved last year as the number of children fell by 4 per cent to 310,294, it was announced this week. Since 1978, the number of secondary schools has dropped from 194 to 163; primaries are down from 845 to 788.

### Lunch supervision

Teachers' leaders and local authority representatives are setting up a joint fact-finding investigation into the problems of midday supervision.

Working groups will now investigate five key problem areas: supervising cash cafeterias and arrangements for children eating sandwiches; how the introduction of continental-style days or staggered lunch breaks are working in schools; the differing levels of ancillary support provided for teachers throughout the country; problems surrounding the safety of children and discipline, and supervision of activities such as societies or clubs at lunchtime.

### Vouchers spent

A voucher system for secondary education, although still intellectually attractive, seems to have foundered on the practical problems of implementation. Sir Keith Joseph told MPs this week.

"The Government has at present no plans to legislate for the introduction of a voucher system, but we are looking at all possible ways of widening parental choice and influence over their children's schooling," he said.

### De la Salle talks

Sir Keith Joseph has backed down on his refusal to reconsider the withdrawal of teacher training from De la Salle College, Manchester, on the eve of an action against him in the High Court. Following a meeting last week between Sir Keith and Roman Catholic bishops, new talks will now take place over the summer between the college authorities and the DES.

### Teacher reinstated

Mr Wayne Williams, the 30-year-old Welsh language teacher who lost his job after serving a six-month jail sentence on a conspiracy charge, has won his battle to return to his school. Pwysg education authority has accepted an independent inquiry's finding that Mr Williams should be allowed to return to Llandudno High School but give a written undertaking not to break the law again.



## Local authority leaders refuse to set student targets

## NAB wants budget rethink

by John O'Leary

The National Advisory Body this week made its first approach to Sir Keith Joseph, Education Secretary, to lighten the burden of cuts it is expected to make for 1984-5. Its committee will meet Sir Keith to spell out the options for funding levels and access before deciding on student numbers for polytechnics and colleges.

Local authority leaders refused for the second successive time to set student targets for 1984-5, although the planning exercise to distribute places on the basis of a 10 per cent overall cut in budgets, will continue on the assumption that recommendations put by Mr Christopher Eke, chairman of the NAB board, are accepted. They would result in the loss of 5,000 full-time places in first-year enrolments for 1984-5 and a 14 per cent reduction in funding levels per student.

Members of the committee were concerned about the consequences for standards in colleges and polytechnics if funding levels were reduced too far, while not wanting to reduce access to

qualified students. Their terms of reference allow them only to advise on the distribution of the advanced further education pool, but their approach to Sir Keith is clearly an attempt to persuade him to increase its size.

Mr John Bevan, NAB secretary, said the committee would take the decision on the balance between access and funding levels, but it wanted Sir Keith to be fully aware of the conflicting pressures operating. The delay is not expected to affect the timetable for the NAB exercise, which has already been altered once because of the general election.

The reasons for the committee's concern immediately became clear with the publication this week of comparisons made by DES officials of costs in the universities, local authority institutions and voluntary and direct grant colleges.

The paper, which will be presented to the NAB board and the University Grants Committee, foresees the universities overhauling polytechnic and college funding levels and forging

ahead if present student enrolment plans are retained. By 1985-6 the voluntary and direct grant colleges would be the most generously funded institutions for classroom-based courses.

The paper reveals the same trend for science subjects, although it does not produce a detailed comparison of unit costs in this area. Unit costs in local authority institutions are expected to rise marginally, while both science and medical courses in universities show large increases.

The inference which NAB is likely to draw from this is that if the universities were to take rather more students (thereby marginally reducing their unit costs) it would still be possible to preserve the present level of access within total spending. The DES is believed to share this view.

● The UGC's annual survey for 1981-82 out this week confirmed the committee's intention to reduce numbers further — from 261,000 in 1979-80 to 249,500 by 1984-85.

THES

## More grant penalties to be imposed

by Hillary Wilce

Educational authorities reacted with anger but no surprise to the announcement this week that the Government was to penalize high-spending authorities in the time of £280m.

The penalties announced are in line with calculations made by local authorities earlier this year, and most have hudgeted accordingly. Sheffield is to lose £14m bringing its grant down to £83.1m. The London Borough of Haringey is to lose £8m, and Brent, £7m.

Labour-controlled Avon is the county council most affected. It loses £18m, bringing its grant down to £115m. Dr Robert Glendinning, chairman of education, said he had not yet seen precise figures, but the cut was expected. "We didn't get into this situation blindly. What we are doing is justifiable policy. We have no intention of making cuts in services."

One hundred and fifty two of the 412 local authorities are to be penalized. Nearly half of the penalty will be imposed on the GLC, the metropolitan county councils and seven Labour-led London boroughs.



Members of the string orchestra at the St Giles Church of England School, Ashstead, Surrey, are in a class of their own — the top class, to be precise, to which all 31 pupils gained a place in the orchestra.

Headteacher Sydney Morgao proudly proclaims it is "the most advanced class of unstrengthened, unselected children anywhere in Britain."

## L.e.a.s fear massive job loss through cuts

by Biddy Passmore

A paper by the local authority associations showing the huge numbers of teachers who would have to be sacked to meet 2 and 5 per cent cuts next year was to be discussed by central and local government officials yesterday. The paper puts the figures much higher than DES estimates. They say about 40,000 teachers would need to be sacked to meet the larger cut and at least 12,000 if it were 2 per cent. Local authorities now doubt that 4,000 jobs can go in a year through natural wastage. The number of teachers' jobs will also be heavily affected by next year's pay settlement. Each 1 per cent on the settlement adds an estimated £75m to the local education authorities' pay bill.

● Education costs are being cut in real terms in some of the areas where numbers are growing, according to figures published by the Chartered Institute of Public Finance and Accountancy (CIPFA).

Its *Handbook of Education Unit Costs*, prepared by officials in the DES, shows that the number of pupils over school leaving ages rose by nearly 9 per cent during 1981-82, from 304,000 to 330,600. Spending per pupil over 16 was cut by 4.5 per cent during 1981-82 falling from £1,386 to £1,323 at constant 1981 prices.

In polytechnics, similarly, the number of advanced students increased by 7.6 per cent (from 131,000 to 141,100) between 1981 and 1982 while the net unit cost at constant prices fell by 12.6 per cent, from £3,391 to £3,147.

Spending per head in colleges rose by 2.6 per cent at constant prices over the same period, from £1,837 to £1,906. In polytechnics, it stayed put at £2,873.

The *Education Unit Cost Handbook* — 1981-82 is available from CIPFA, 1 Buckingham Place, London SW1E 6B8, price £5.00 (p.p.s. £1.25 p.h.).

## Move to end 'abuse' of fixed-term contracts

by Richard Garner

L.e.a.s. have agreed to try and cut down on any attempts to "abuse" the use of fixed-term contracts for newly qualified teachers.

They have agreed to circulate all 104 authorities urging them to allow all probationary teachers to be given contracts long enough to enable them to complete their probationary period.

The move was agreed in a meeting of CLEA/ST, which negotiates teachers' conditions of service. Last Friday after teachers' leaders had claimed that several L.e.a.s. were abusing the use of fixed-term contracts and not allowing teachers to finish their probationary period — normally one year.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers and leader of the teachers' side in conditions of service negotiations, heralded the move as a significant first step towards improving the conditions of teachers on fixed-term contracts.

Mr Ivor Widdison, for the Council of Local Education Authorities, said the teachers had been asked to come up with examples of abuses for the next meeting of CLEA/ST in October.

Meanwhile, talks have failed to solve a dispute between the NUT and Labour-controlled Knowsley Council in Merseyside over two teachers employed on a ten-month contract.

The NUT warned it would block the two posts — at Parkway and Gonzaga schools — and added that its members would take strike action if there was an attempt to put in other staff to replace the two teachers.

The contracts expired last Thursday and the two teachers were told this week not to return to their schools. Staff were due to go on strike over the issue yesterday and the NUT is taking their cases to an industrial tribunal.

The new Labour rulers in neighbouring Liverpool have abolished fixed-term contracts for teachers following their victory in this May's local council elections.

## IF THIS WAS YOUR CAT WOULD YOU SIT BACK AND WATCH IT SUFFER?

All cats can suffer like your cat. All dogs can suffer — all rabbits, rats and mice. Yet millions of them die every year — poisoned, scalded, blinded, burned and psychologically disturbed in the name of science and human knowledge. Can you sit back while they suffer?

Please help us to help them your moral and financial support is desperately needed.

## BUAV AGAINST ALL ANIMAL EXPERIMENTS

The photograph shown is from Europe as photographs from British laboratories are unavailable. However, similar horrific experiments are carried out in this country.

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## PLATFORM



Dr Marks, Lady Cox and Dr Pommin-Szednicki (hereinafter MCP for short) conclude that "substantially higher... examination results are to be expected for pupils in a fully selective system of schools compared with pupils in a fully comprehensive one. Their claim deserves close attention, not least because it flatly contradicts the findings of two research studies which appeared earlier this year.

The recently-published study by the National Children's Bureau compared the O level and CSE results of grammar and secondary modern school pupils on the one hand, and comprehensive pupils on the other. It found no statistically significant differences for 11 out of 13 comparisons; there was, however, a small advantage in favour of the selective sector in English.

A study of Scottish secondary schools, of which I was a co-author, appeared in January. Because comprehensive schools were compared with selective schools, its main conclusion was that pupils attending comprehensive schools did slightly better on average on an exam result scale than pupils attending the selective ones.

Both studies were based on large-scale, representative samples. They made careful effort to define what they meant by comprehensive schools and to take account of possible differences in the intellectual and social composition of the two sectors.

How is it, therefore, that this latest study has managed to reach such strikingly different conclusions?

Like the other studies, the authors claim to have made allowance for differences in the social class composition of the different local education authorities whose exam results they compared, but unlike the other studies they had to confine themselves to the rather unsatisfactory level of the I.C.S. only; they could not look at individual schools or individual pupils.

John Gray criticizes the usage of statistics in the latest study of exam results, and finds that the evidence does not justify the conclusions.

Using information from a recent DES study, they placed each of the I.C.S.s on which they had collected exam data in one of three social class groups: the more advantaged (with between 7 and 13 per cent of children living in semi-skilled or unskilled households); those around the national average (14 to 18 per cent); and the

disadvantaged (19 to 25 per cent). The results per pupil for each of the I.C.S.s within each of these three groups, noting in the process the considerable diversities.

I shall leave aside the question of whether the particular measure of social class they employed is actually the most suitable or sensitive way of describing or controlling for differences in the social composition of different I.C.S.s. Suffice it to say that it is clearly better than not controlling for such differences at all.

None the less, it is surprising that they should have chosen to present their data in a way that allowed only 31 per cent of the differences between individual I.C.S.s to be explained by the social class factor when their own analyses indicate that 45 per cent could have been explained by it (see table 10, loc. cit.).

When researchers talk of "controlling for social class" in this kind of study they usually mean that the relationship between social class factors and exam results falls to some where around zero. In the MCP study, however, strong relationships be-

## Questions of background

tween social class and exam results still remain after they claim to have "made allowance for" the effects of social class (see table 11, column four).

Social class is, of course, only one of the important ways in which pupils in different I.C.S.s might differ. MCP's analyses show that the percentages of

children in each of the three social class groups also correlated quite highly with exam results (see table 10, column five). If they had used the stronger control for social class which their data allowed and, at the same time, combined it with their measure of ethnicity, they would have found that they could have explained more than half the differences in results between I.C.S.s.

It seems odd, in these circumstances, that they should have opted for the rather weak control they did when more satisfactory measures were easily available to them. As a consequence they overstate the apparent range of differences between I.C.S.s.

MCP make a good deal of their discovery that the percentage of pupils in grammar schools in an I.C.S. correlated quite highly with exam results. This is certainly an interesting finding but it does not necessarily support their view that more selection means better results.

While they counsel against the dangers of confusing correlation with causation, they seem to fall into this very trap. Their conclusions would have been more convincing if they had

shown that the relationship between the degree of selection and exam results still existed after controlling for social class and related background factors. But this they omit to do.

The second part of MCP's case that better results can be expected from a fully-selective system is based on a series of tables which compare the results of grammar and secondary modern schools with those for so-called comprehensives. I say "so-called" because even MCP admit that "a small but significant number of comprehensive schools had very few or no pupils from the top 20 per cent of the ability range".

In computing their estimates for grammar and secondary modern schools on the one hand and comprehensives on the other, MCP make some allowance for the existence of what the Inspectorate has termed "restricted-range" comprehensives. But, in practice, what they do amounts to little more than a token recognition that many comprehensive schools, and not only those singled out by the Inspectorate, are routinely

crammed of their more able pupils. One can only make sense, then, of the reported differences in results between the two sectors if one is prepared to believe that the social and intellectual composition of their intakes was broadly similar at that time. I know of no evidence to suggest that this was the case and there is, on the contrary, some evidence to suggest that it was not.

None the less, whatever reservations one may have about MCP's methods, the questions they have attempted to address are fundamental ones. How widely do the exam results of individual schools and I.C.S.s with similar intakes of pupils, actually differ?

For the past six months we have been engaged in researching these issues in some depth with the assistance of a number of different schools and I.C.S.s. Next week in *THE TES* we shall publish our own re-analysis of the extent of differences between I.C.S.s revealed by DES statistics, along with preliminary estimates of what distinguishes an outstanding comprehensive from a merely ordinary one.

We hope that your readers will not be influenced by your prejudicial treatment and that they will read and judge our report for themselves. The findings, which are of national importance, need to be considered by everyone concerned with education.

JOHN MARKS  
CAROLINE COX  
National Council for Education Standards  
3 Arden House  
Slough Lane  
Kingsbury, London NW5

MCP largely ignore the issue. Such information as they do provide, however, indicates that when they began to control the differences in social class, even in the week and unsatisfactory way that they chose to do it, apparent differences between the two sectors largely evaporated.

Indeed, if they had bothered to apply the same correction for restricted range comprehensives they used to adjust their data at the national level, to adjust the results within their three social class groups well, they would have found that comprehensive schools actually produced better results than selective ones in those I.C.S.s serving more socially disadvantaged areas.

In sum, I can see no evidence in the present study to suggest that the conclusions of earlier research should be modified.

It is easy to forget, with an issue such as this, that the enduring question facing parents and teachers is not how Western governments and businessmen contribute to poverty in the Third World, it is also being sent to all schools. The paper, by Ms Dawn Gill, head of geography at Quinton Kynaston, a north London comprehensive, was commissioned by the Schools Council, which later decided not to publish it.

The authority also says it will maintain the resources of its inspectorate, advisory staff, support services and administration behind the initiative. The bulk of the £300,000 it has earmarked for in-service training this year will be allocated for courses on combating racism and on multiethnic teaching. Non-teaching staff - administrators, clerks, secretaries, caretakers, kitchen workers and dinner supervisors - will be expected to attend, as well as teachers.

The ILEA's anti-racist stance, most succinctly set out in *A Policy for Equality*, has been toughened after 18 months of consultation with London's black community groups. The document considers and rejects two other possible approaches to race relations.

The "colour blind" approach - the belief that schools should pay as little attention as possible to racial and cultural differences among their pupils and that it is counter-productive to try to improve race relations too fast - is dismissed as "explicit racism".

It is racist because it is based on and communicates a notion of white cultural superiority. This is demagogic to white people as well as black... It discriminates against black pupils and students since if they are to succeed in the education system they are required to ignore or disown their own cultural identity and background.

"It defines the black communities in schools and society as the 'problem' and therefore not only fails to challenge negative views about black people but also actually promotes and strengthens such views, both in schools and society".

The more fashionable approach of cultural diversity - the belief that racial harmony is best promoted by teaching ethnic minority children about their native culture - wins more marks but is also jettisoned. Its thinking needs to be incorporated within a strategy that confronts "institutional racism" - the web of custom and practice in Britain, propped up by a power structure that excludes blacks, and ensures they are at the back of the queue when it comes to jobs, housing, health and education.

The ILEA's "equality policy" is intended to challenge this power structure and the informal network of attitudes it supports. In schools, "all pupils should be learning to identify, resist and remove racism", it says. Teachers are told they must root out everything in schools that could lead to discrimination. Syllabuses, textbooks and timetables that "ignore or deny the validity of black experience, perspectives and culture" should be abandoned. So should "some of the tests and other criteria, including teachers' expectations, which are used to discriminate children to streams or sets."

The lengthier anti-racist statement and guidelines sets out a disciplinary procedure that should be used against pupils guilty of racist offences. It also lists the forms of behaviour that are unacceptable. They include racist jokes, derogatory name-calling, insults, racist graffiti, wearing racist badges and bringing into the school racist material such as leaflets, comics or magazines.

Staff who engage in racist activities will also face disciplinary action. The ILEA concedes that not everyone will welcome the discovery that they are members of a racist society, work in a racist institution and, unconsciously at least, are racists themselves.

"It must be acknowledged that this perspective may seem threatening and uncomfortable to many white people; this means that measures to promote racial equality need to be fully exploited and thoroughly debated. It does not, however, mean that they should be avoided or downplayed for fear of a backlash."

## NEWS

## ILEA produces tough new policy to beat racism

by Nick Wood

The Inner London Education Authority has finalized its proposals to stamp out the "central and pervasive influence of racism" in schools.

Papers to be approved by the education committee next week instruct schools to draw up an anti-racist policy and code and submit it to County Hall by the end of the year.

Next year schools will have to produce "whole school policy statements" making equality for all pupils a central feature of the schools' objectives. The statements should be drawn up after detailed reviews of every aspect of school life.

The statements, together with proposals for curriculum change to give every subject a multiethnic dimension, must be sent to the authority by the end of the summer term next year.

The ILEA expects that every school will have started to implement the strategy, including curriculum changes, by the autumn of 1984.

The authority also intends to coopt two black people on to each of its major spending and policy-making sub-committees - schools, further and higher education, development, 16 to 19, staff and general and equal opportunities.

A discussion paper on geography teaching, which is sharply critical of existing syllabuses for not explaining how Western governments and businessmen contribute to poverty in the Third World, is also being sent to all schools. The paper, by Ms Dawn Gill, head of geography at Quinton Kynaston, a north London comprehensive, was commissioned by the Schools Council, which later decided not to publish it.

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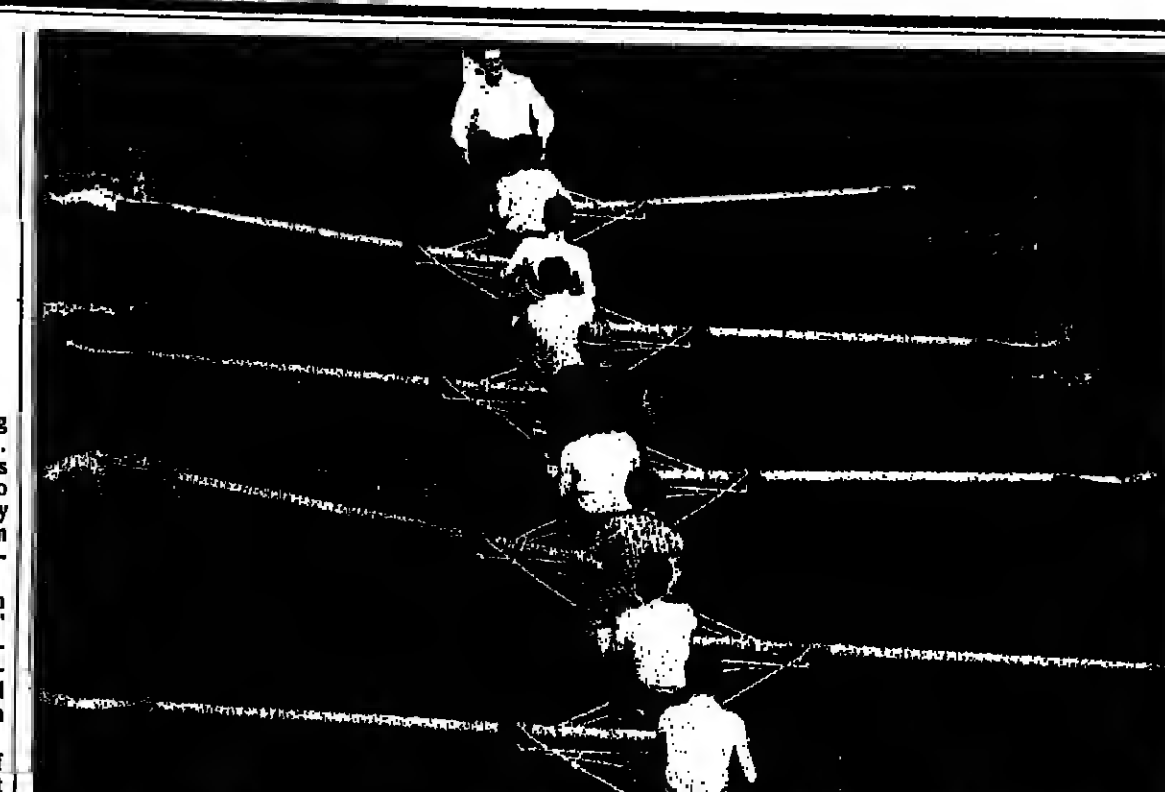
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Pulling ahead: Eight partly sighted students rowed the Thames from Putney to Greenwich and back - a total of 25 miles - to raise money for video equipment which enhances the visibility of writing or diagrams used in class. Part of the money will be used to help a boy who is going blind in India. Coxing the eight is Mr Don Robinson, head of Clapham Park School.

## New Muslim bid for 'aided' classification

by Bert Lodge

Another group of Muslims is planning to apply for a school to be designated "Islamic voluntary aided."

This comes after the application in January from a group of Muslim parents in Bradford to have five county schools similarly reclassified. The new initiative is on behalf of the School of Islam in London's East End which has operated as a private school since it opened in a terraced house in 1981.

Last year, after a Department of Environment inquiry ruled the building was unsuitable for a school, the trustees were given 12 months to find new premises.

Mr Hajji Iftikhar Ahmad, head and founder of the school, said this week they had bought a detached house with a large garden a few hundred yards further along Romford Road.

The number on roll could now be increased from 40 to 50. Financial help had come from abroad, he said, but declined to say from where. At last year's inquiry he told the DoE inspector that if Newham education authority would agree to sell a disused school the School of Islam Government would be ready to buy it.

"We shall apply for voluntary aided status as soon as we get full registration from the DES," Mr Ahmad said. If the request is granted the governors will be entitled to recoup 85 per cent of the purchase price from the Secretary of State. They will be responsible for the exterior of the building and all enlargements and improvements, but can also be reimbursed up to 85 per cent of these expenses.

Mr Ahmad said that this perspective may seem threatening and uncomfortable to many white people; this means that measures to promote racial equality need to be fully exploited and thoroughly debated. It does not, however, mean that they should be avoided or downplayed for fear of a backlash.

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## NUT backs oral exams

by Richard Garner

The Government should encourage more use of the spoken word in assessment for the new common 16-plus examination, says the National Union of Teachers today.

In a policy statement entitled *Examining at 16-plus*, the union says that some pupils - particularly the less able - can express themselves better by the spoken rather than the written word. "An element of oral examining is commonly used in modern language examinations", it adds. "The union believes that encouragement should be given to extending this form of examining to other subjects - not with a view to testing oral proficiency but as a means of enabling pupils to express their knowledge or understanding of a particular topic."

The statement reiterates the union's view that the argument for a single 16-plus examination is "valid and irrefutable", and accuses successive governments of procrastination on the subject.

"In maintaining two quite separate examinations, designed for pupils of different ability ranges, the present system is as divisive, and hence educationally indefensible, as the coexistence of grammar and secondary modern schools", it says.

The union also attacks the announcement by Sir Keith Joseph, the Education Secretary, about national criteria for the new examination which gives him the power to reject proposed syllabuses on the grounds that they are inappropriate or unacceptable. The union says this will enable him to "show contempt for the education service over which he presides and for the needs of the majority of young people in our schools".

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## London allowance claim put in

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**'Data objective... presented with integrity'**  
Six - We wish to protest in the strongest possible terms about the inaccurate and partial way in which you treat our study, *Standards in English Schools*, in your editorial (TES, July 1). This is characteristic of the way in which you have always dismissed our work.  
You state that "they have discovered what they set out to find". The clear implication is that we embarked on our study with preconceptions about what we intended to find. This is totally untrue and we ask you to print an apology. We embarked on this, and previous studies, with open minds and we were surprised by the consistency and robustness (in the technical sense) of our findings. It gives us no pleasure to demonstrate that comprehensive schools are relatively better than selective schools. Prior to and comprehensive schools were compared with selective schools, its main conclusion was that pupils attending comprehensive schools did slightly better on average on an exam result scale than pupils attending the selective ones.

**LETTER**  
For the past six months we have been engaged in researching these issues in some depth with the assistance of a number of different schools and I.C.S.s. Next week in *THE TES* we shall publish our own re-analysis of the extent of differences between I.C.S.s revealed by DES statistics, along with preliminary estimates of what distinguishes an outstanding comprehensive from a merely ordinary one.  
We hope that your readers will not be influenced by your prejudicial treatment and that they will read and judge our report for themselves. The findings, which are of national importance, need to be considered by everyone concerned with education.  
JOHN MARKS  
CAROLINE COX  
National Council for Education Standards  
3 Arden House  
Slough Lane  
Kingsbury, London NW5

**The battle of the bookshelves**  
Teachers in all-white schools can promote multicultural education by drawing out books that present foreign cultures in an unfavourable light, a national conference on multicultural education was told last week.  
Mr David Houston, director of the Schools Council mother tongue project, acknowledged that multicultural education had made little headway in schools without black children. "It has become the available textbooks promoted cultural diversity in a way which was 'stereotypically exotic or vaguely remote' from the experience of children."  
Mr Houston told teachers attending a national conference in Cornwall that teaching in a culturally diverse society that they should "with confidence and authority with the aid of"

building up a bank of material that "undid stereotypes about the world and its peoples".  
The books retained and accepted should present a "view of world history which looks critically at the colonial period and shows the achievements of pre-colonial civilizations".  
They should also recognize the contribution people from the Third World have made to science, medicine and politics. They should emphasize that Britain itself has a long history of cultural diversity and has not newly become a multicultural society, he said.  
Mr Houston urged schools in all-white areas to demonstrate their commitment to multicultural education by setting up permanent poster displays, translated into a variety of foreign languages, celebrating the achievements of peoples overseas.  
Such a "multicultural, multilingual constant" would be a "ever-present reminder that the school is committed to a multicultural policy so that no one can apply the acid test of entering the premises when the customers have gone and know from displays, children's work, signs and resources just what the school stands for", he said.  
Besides helping all children acquire a sound grasp of English, teachers should recognize that their pupils already possess a "range of language skills" in the shape of regional, class or black dialects of English or a foreign tongue. Such an attitude would help all children contribute to discussions.  
With bilingual children, the mother tongue was "an asset to be nurtured" and the foundation for teaching English and other languages.

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Richard Knight talks to Sarah Bayliss about his term as president of the Society of Education Officers and the delights and difficulties of a pioneering corporate management system.

## Learning to play a totally different ball game

As the son of a chief education officer, Richard Knight knows what he is letting himself in for when he joined the education service 20 years ago.

His understanding of the job and his willingness to work extremely hard at it help to explain why he is the current president of the Society of Education Officers, which meets this weekend in Bradford for its annual summer conference.

At least one day a week SEO business takes him away from his office in Bradford, where he is director of education and leisure services. "I operate an open door policy," he says, gesturing to a large modern office with lots of chairs and explaining why our interview had been interrupted. "Otherwise people would feel I was never here."

He represents the SEO on the Government's steering committee for the Technical and Vocational Education Initiative and for several years has been an adviser to the Association of Metropolitan Authorities. He is now halfway through his term as president, which he concedes has been hectic but which does not appear to have changed his quiet, unflappable style.

One clue to his calm personality is his ability to relax and escape from work. His wife is a teacher of the deaf in Leeds and they live in a small village in a house with three acres of land. Recently he started to keep bees and he always fits in a weekly game of squash with his wife. With typical modesty he says he is not very good at either activity but that he enjoys them. He also sings in a 40-strong choir run by a university lecturer in music.

He was appointed to the city in 1974 after a major re-organization under a chief executive, Gordon Moore, who was a leading protagonist of corporate management. For Knight, now aged 50, it meant responsibility for leisure and recreation as well as education, and taking part in central administration.

Other education officers have not

Mathew Knight joins his father in the weekly work-out on the squash court.

fully maintained a degree of independence which enables him to run his own show," said one northern colleague.

Earlier this year Knight criticized corporate management publicly, telling the SEO's annual meeting in London that its centralizing effect had contributed significantly to public disillusionment about local government.

However, he still defends corporate management where it works well. He believes, for example, that it has saved Bradford from becoming "another Liverpool" in administration terms. Eighteen months ago the city returned a "hung" council and for the first six months no decisions were taken - even agendas couldn't be agreed. It was the strength of the senior management team which prompted the politicians to cooperate.

This year's education budget, which included substantial growth, was a sensible compromise, according to Knight, and the city's success in



also grappling with the crucial issue of separate schools for Muslims. Parents in the city are applying to the Department of Education for permission to buy five county schools and run them as voluntary-aided Muslim schools, on the same lines as Roman Catholic or Jewish aided schools. Other education officers are watching to see how he tackles an issue which they still have to face.

He enjoys enormously the close links education has with recreation and the arts in Bradford. As a result, the majority of secondary schools are also fully equipped sports centres and

## Profile

three-quarters have public libraries on their premises. "Sport, the arts and museums can bring an enormous amount to schools," he says. "The local comprehensive and the eldest boy is now studying maths at Newcastle University. 'If you work in

education I think you should use the system yourself. If you work in a factory and don't buy the product there's something wrong, isn't there?"

Under the Bradford structure, Knight has no deputy but six principal officers, each in charge of a section. He seems more aware than some chief officers of a personal responsibility to train and promote people. That concern stems from his own training in the West Riding, which he joined in the 1960s after seven years in teaching.

His father was and on his advice Knight took a job as personal assistant to Sir Alec Clegg, whose West Riding "stable" produced at least a dozen chief and deputy education officers.

"My duty now is to ensure the same chance to develop is given to officers lower down. I am continually encouraged by the people I meet here and in other regions but I worry that with only 104 education authorities the number of senior posts is restricted. I am thereby devolving my responsibilities I can keep officers motivated."

Additional material by Frank Pedley

## Reports call for broader concept of pupils' needs

Lack of staff and resources is damaging standards of English and means girl students are unsupervised at night, HM Inspectorate finds in a report on the Abbey International College in Hereford and Worcester. Teaching tends to be thorough but narrow in English, mathematics and science, the inspectors say. Staff are praised for their hard work and the report concludes that the college has considerable potential for improvement.

The inspectors say firmly that supervision of the nine female students in a house set in 70 acres of largely unlit grounds, is "quite insufficient". Mr Colin Sanders, a director of the independent college, said: "I am pretty confident that from next term we will have a resident housemistress."

Further evidence of too much formal learning and too little practical application emerges from reports by HM Inspectorate on three primary schools this week.

At Dunston Church of England Controlled First School, in West Sussex, the inspectors express special concern about lack of opportunities for the 31 pupils in music, art and craft and physical education.

The inspectors also say the curriculum for the 137 pupils at West Kirby County Primary School in Wirral needs to be broader.

Teachers work in too much isolation from each other at Upton County Junior School in Dorset, which has 343 pupils, the third report says, and suggests making wider use of their expertise.

More training and back-up would lead to fuller use of computer facilities in further education, according to two reports.

At Willesden College of Technology, the inspectors show that the computing system is being virtually monopolized by the electrical engineering and science departments.

At Huddersfield Polytechnic, the report says there are encouraging signs that staff are becoming aware of the importance of computing.

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Horsepot Lane, Slough, Middlesex HA7 1AZ. Also available from I.e.s.s.

## Error delays closure plan

An Oxfordshire primary school where pupil numbers have shrunk in three years from 40 to three may have risen at all by September. But because the county underestimated the decline, the school cannot now be legally closed before Christmas.

One reason for the fluctuation of pupil numbers at Swyncombe Church of England Primary School is that many of them are travellers' children. The other is that local parents have realized there are not enough children to keep the school open and have transferred their children elsewhere. Mrs Kim Tomsett, the headmistress, told the TES that the three pupils left on the roll were travellers' children and she pointed out that they may move on at any time.

The county decided to close the school, which costs £19,500 a year to run, when Mrs Tomsett presented her February return, but they will have to persuade the Department of Education to cut short the normal closure procedure to enable them to close it at the end of December.

Meanwhile, alternative schools will probably be found for Swyncombe's three remaining pupils. Asked to explain the county's lack of foresight, a spokesman said: "The decline has been more rapid than the computer calculations."

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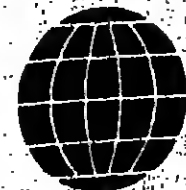
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## A future minus the 16-plus

by Biddy Passmore

An end to the current system of examining at 16-plus seems likely to be a central recommendation from a conference of leading figures in education and industry which ends in London today.

The conference, called "Education 2,000" because participants are trying to design a system to meet the needs of the next century, may also call for a new "education leaving age" of 18, with compulsory traditional schooling ending at 14.

Within the 14 to 18 age range, young people could either stay at school full-time or take vocational courses at college or start an apprenticeship, with part-time attendance at

school or college. Assessment could include profiles and graded tests or a system of course credits.

These are some of the main conclusions towards which the conference's nine study groups were working this week. A summary of their findings, which were being recorded by word-processor as they went along, will be published in the form of a consultative document in September. Chairmen of the groups, which contained about six members, included Mr Tim Brighouse, Oxfordshire's chief education officer, Mr John Sayer, principal of Banbury School, and Mr Michael Duffy, headmaster of King Edward VI school in Morpeth.

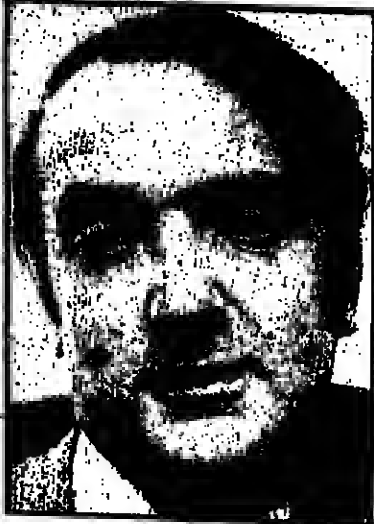
The conference may call for a new Education Act to ease some of the changes, as well as a merged Department of Education and Training. But it will probably not propose a major upheaval in the funding of the education service, beyond plans to reallocate resources among authorities. Some groups also wanted to see more scope for local communities and institutions to decide how to spend resources to respond quickly to technological change and unemployment.

The changes under discussion for 14 to 18-year-olds (and adults) would mean more flexible hours and working conditions in schools and colleges, along the lines pioneered in Coventry. Institutions would stay open throughout most of the year and in the evenings and both schools and colleges would provide full and part-time courses.

There seemed to be general agreement at the conference that the present examining system was a bar to progress and did not assess students' overall capabilities or potential. But there was also some nervousness about what might replace it.

As Mr Albert Dodd, personnel and industrial relations manager of Ferranti and chairman of one of the study groups, put it: "You've got to have some measure of the teaching profession and in industry you've got to have some measure of young people's ability. If a more accurate measure is being proposed, that would have our support."

Mr Dodd, whose group was examining the theme of "Society in AD 2,000", stressed the need for the education system to produce people committed to the generation of wealth and who understood how small businesses worked.



Tim Brighouse

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## PRIMARY

David Lister and Neil Munro on why mixed age schooling worries the teacher unions

## What the inspectors had to say...

An important assessment of the effects of mixed age classes on schooling was made five years ago by Her Majesty's Inspectorate during the survey of primary education in England.

Tests carried out for the Inspectorate by the National Foundation for Educational Research showed that: "On average children in 'mixed age' classes of 25 to 35 children scored somewhat worse on the NFER test, and the children's work in mixed age classes was less well matched to their capabilities than was the work of children in classes of the same sizes containing a single year group."

The survey itself said: "The 11-year-olds in single age classes also produced better NFER scores for reading and mathematics than children in mixed age classes. For nine-year-old children there was no significant difference in the match assessments, although single age classes tended to show a slightly better match than mixed age classes: the difference to NFER scores, though smaller than with the 11-year-olds, favoured single age classes and was statistically significant. This may reflect the fact that nine-year-old children were to be found in classes with either younger or older children, while 7 and 11-year-olds in mixed age classes were normally placed with children of a younger age range."

The Inspectorate did not include in its survey classes for five and six-year-olds for whom vertical grouping is sometimes introduced to overcome the problems arising from taking new children into the school each term.

## A breath of the country that many city schools could do without

January could see the first industrial action by teachers over mixed age classes in primary schools.

The threat has been made by Scotland's largest teachers' union, the Educational Institute of Scotland.

But the concern over teaching children of different ages together - known as composite classes in Scotland, and mixed age or vertical or family grouping in England and Wales - is not confined to north of the border.

As falling rolls have decimated the size of the primary intake nationwide, so local authorities have resorted to putting more than one year group in the same classrooms and teachers, untrained and unprepared, have had the concept of mixed age teaching thrust upon them.

Some schools, particularly small, rural ones, have always had to live with mixed age classes, and others have chosen to because they believe the idea to be educationally attractive, but a few years have had to adapt through force of circumstance rather than policy choice. Indeed, that is now very likely to be true of most schools with mixed age classes.

The EIS decision to tell its 21,000 primary members not to take composite classes with more than 25 pupils from January if negotiations to reduce the size of classes by then fail, coincides with growing parental worries.

During a local radio phone-in programme in Edinburgh, composite classes vied with religious discrimination at Glasgow Rangers Football Club as the issue of greatest public concern.

The fears over mixed age classes throughout Britain centre on the growing size of these classes. While the concept can be challenging for the teacher and arguably educationally progressive with a reasonable pupil-teacher ratio, the classes become hard to handle effectively over a certain size. The National Union of Teachers' policy is that there should be not more than 24 (compared with 27 for ordinary primary classes).

John Rowe, NUT primary official, says: "It has been causing anxiety for some time now. There are some schools having to face this for the first time who would find the change to mixed age teaching a major obstacle. There certainly is a need for in-service training."

The Inner London Education Authority has taken this to heart and now

offers training courses to help teachers adapt to mixed age teaching. "Without doubt," says Mr Ron Letheren, ILEA senior staff inspector, for primary education, "a mixed age class represents a greater challenge to the teacher and needs a modification of teaching style. We have sought to promote a teaching style that looks at diversity of all kinds. Because of the greater range of ability in a mixed age class it's especially important not to pitch the curriculum down the middle."

Mr Letheren points to the greater use of group work that is necessitated by mixed age classes, particularly in a subject like mathematics, otherwise the more able will be held back, and he adds that even in small classes with a wide age range the teacher will have to extend himself or herself further. But he also cites the fact that schools that chose vertical grouping are reluctant to lose it because of the valuable spin-offs, not least that the older children develop more respect for their younger classmates.

It is difficult for many people outside the primary classroom to appreciate why so much heat should be generated by mixed age classes, which, after all, have been the norm in



One of the valuable spin-offs of mixed age teaching is that older children often develop more respect for younger classmates.

many rural schools since records began.

The key difference in city primaries, according to Ms Susan McIntosh, secretary of the local EIS association in East Lothian, is the larger numbers.

Two-year groups might actually contain three age ranges and on even wider spread of ability, she says. Pupils' problems are less easily spotted, there is no class identity, the year groups frequently change with shifting staff requirements, and the whole process is unsettling for the pupils.

The Lothian education office has now sent guidelines to primary schools about the selection of pupils for composite classes, emphasizing that age rather than

## The fears over mixed age classes throughout Britain centre on the growing size of these classes.

ability must be the primary criterion. The guidelines also urge primary heads to involve parents much more in explaining why composite classes might be necessary at any given time.

If negotiations in Scotland fail, it could be a messy business. Five years ago the EIS passed a similar resolution at its June conference which committed it to take action immediately should a school strike action be taken. It was not strike action, but a refusal to take classes with more than 25 pupils. Some authorities deemed this a unilateral breach of contract which therefore amounted to a strike.

The union then gave the impression of clenching its jaws and called off its action after two weeks when the authorities agreed to set up an invest-

igation - which nobody has heard of since - into primary school staffing standards. It claimed that it had succeeded in getting most of Scotland's 3,000 composite classes down to 25.

Scottish teachers, unlike their English and Welsh counterparts, have a contract laying down maximum class sizes. The primary maximum is 33, but no size is laid down for mixed age classes.

At least two former EIS presidents believe that they will again get life support from the membership in industrial action. None the less, the number of composite classes appears to be growing as the effects of falling pupil numbers and the resulting approach to their local toll.

One result of this, says Ms Kate Finn, who teaches in a Glasgow inner city primary, is that more teachers are affected and would therefore back an aggressive stance. Her own school had only one composite class this session, whereas next year every class would be compromised.

Senior education officials have their problems too. The Government does not want them to increase their speaking. So faced with falling rolls they try to close under-used schools to make more effective use of resources and thus reduce mixed age classes - and run into public opposition. Or they can keep schools open and spread their staffing resources thinly, which creates more mixed age classes - and that also leads to public criticism.

But a different slant is put on the debate by Mr John Cox, chairman of the National Association for Primary Education and primary adviser in Oxfordshire. He says that teachers' organizations "use mixed age classes as a weapon for more teachers. It is really a political statement about the general level of provision rather than a serious contribution to the debate."

## Call for reading 'revolution'

by Jane Pickard

Young people going into teaching know too little about their own language, Dr Joyce Morris, a reading researcher, said at the weekend.

Few would understand the difference between vowel letters and vowel sounds, or know what was meant by an alphabetic reading system, she claimed, and said a revolution was needed in the provision of linguistic knowledge as a foundation in teacher training.

Dr Morris was giving the Anne Leighton Pearce Memorial Lecture at the Digby Stuart College Reading and Language Centre in Roehampton, of which Mrs Leighton Pearce was director and a founder member.

She emphasized that the emphasis should be on language development,

but it was also important for reading teachers to be more critical of the American influence in their field, and to draw more inspiration from the work of British, Australian and South African research, because of the greater phonetic similarities between these versions of English.

Dr Morris is reading consultant at the Digby Stuart Centre, which takes about 30 teachers at a time on diploma and short courses.

She is also president of the Turn of Page Society International, based at the centre, which encourages progress in reading teaching, and sponsored the memorial lecture.

Her talk gave a historical snapshot of the teaching of reading, arguing that the wheel had turned full circle,

with many of the earlier theories and methods coming back into use.

For instance, the Look and Say method was now popular again; the sentence method, first widely used in the 1920s, emerged again in the Breakthrough to Literacy project in 1970; and the attitude to educating retarded children had taken them from integrating in ordinary schools to special schools and back again in 50 years.

But for too long, the teaching of reading had depended on a series of models, often developed by teachers for their own use and then published without any basis to serious research, without any basis to serious research.

At the TAPS annual meeting afterwards members agreed to establish an Anglo-Leighton Pearce fund and hold a public lecture each year.

## NEWS

Researchers' report provides support for critics of appointment procedures

## Secondary head selection 'being conducted in dark'

by Bert Lodge

The procedures for appointing heads to secondary schools are muddled and unsystematic, a major research project has found.

Time and again, Colin Morgan and Valerie Hall, the Open University researchers who conducted the three-year investigation into selection methods, discovered there was no job description available and no indication to applicants what the specific requirements of the successful candidate were. The information on candidates that local authorities provided for selectors was also found to be insufficient.

The survey, funded by the DES, vindicates entirely the bold reforms called for last week by the Secondary Heads Association in its document, *The selection of secondary heads*.

The report is very critical of the way the selectors operate. Almost always only three groups are represented - officers, elected members and governors. Only three authorities out of 59 visited, and a further 46 surveyed by questionnaire, ever used other heads as assessors in the selection process.

As for the three selector groups - "The guiding principle... seemed to us to derive more from a concern to accommodate power relations than technically to measure the competence of candidates."

The researchers often found no one officer in overall charge of secondary head appointments but different officers in charge at different stages. None of the officers had received a specialist training in the full range of selection principles and techniques now available for senior, executive appointments.

The selectors were not helped by, with one exception, a complete absence of written descriptions of the full

range of secondary headship duties. And applicants were merely told of the qualities of personality required rather than the knowledge and skills that would be expected of the successful candidate.

References from local authorities were unsatisfactory because they failed to provide any information on the job-related skills of applicants. But as the report points out, authorities were simply unable to provide it "due to the absence of comprehensive and systematic staff appraisal systems from which the relevant information could be drawn."

Another reason is that there are few requests other than for a general reference because officers tend to rely on a "code". Examples given by the researchers of this are "prove he can't his mind", "was once an angry young man", or "fairly blunt man of northern cast".

Longlisting and shortlisting panels may vary in number from seven to 40. Among the selector groups there is no consensus on what is being looked for and members are suspicious of the officers. "Stereotypes, untested assertions and idiosyncratic views of what it takes" tend to dominate the discussion. Yet as the report points out, there is a total reliance on interviews as the primary means of acquiring information about candidates.

Some authorities insist on a minimum number to be interviewed and this leads to "make-weight" candidates. Yet "it is not unknown for the 'make-weight' candidate to get the job."

"We would conclude by saying that the dominant characteristic of i.e.a. procedures is that they are conducted almost exclusively in the dark," the researchers say.

## Ban seen as threat to free speech

Devon education committee confirmed last week that public meetings on issues judged to be contentious would continue to be banned from school premises.

The decision reflects a move earlier this year by Mr Ted Pincoy, Conservative chairman of education, barring a meeting of the National Association of Teachers in Further and Higher Education from a hired hall in a tertiary college at Exeter. The meeting, which was called to discuss Devon council's budget and proposed education cuts, eventually took place at Exeter University.

Mr Dennis Duthoit, a teacher at Ilfracombe school and the secondary teacher representative on Devon education committee, spoke against the ban, claiming it was an infringement of open discussion and freedom of speech.

"Protests and the politics of dissent are part of our democratic system and it sets a dangerous precedent when a meeting of the National Association of Teachers in Further and Higher Education from a hired hall in a tertiary college at Exeter. The meeting, which was called to discuss Devon council's budget and proposed education cuts, eventually took place at Exeter University."

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## Private firm wins school cleaning job

by Sarah Bayliss

Birmingham City Council pressed ahead with its privatization plans last week by awarding a cleaning contract for 50 schools to a commercial firm. Tenders for cleaning more schools in the city are to be invited soon.

At a special meeting of the education committee this week, Mr Brian Meadows, the Conservative chairman, said savings worth £564,000 would result from the contract with ISS Servis System Limited.

This money would help to pay for 20 extra teaching jobs in secondary schools and 80 classroom assistants in primary schools.

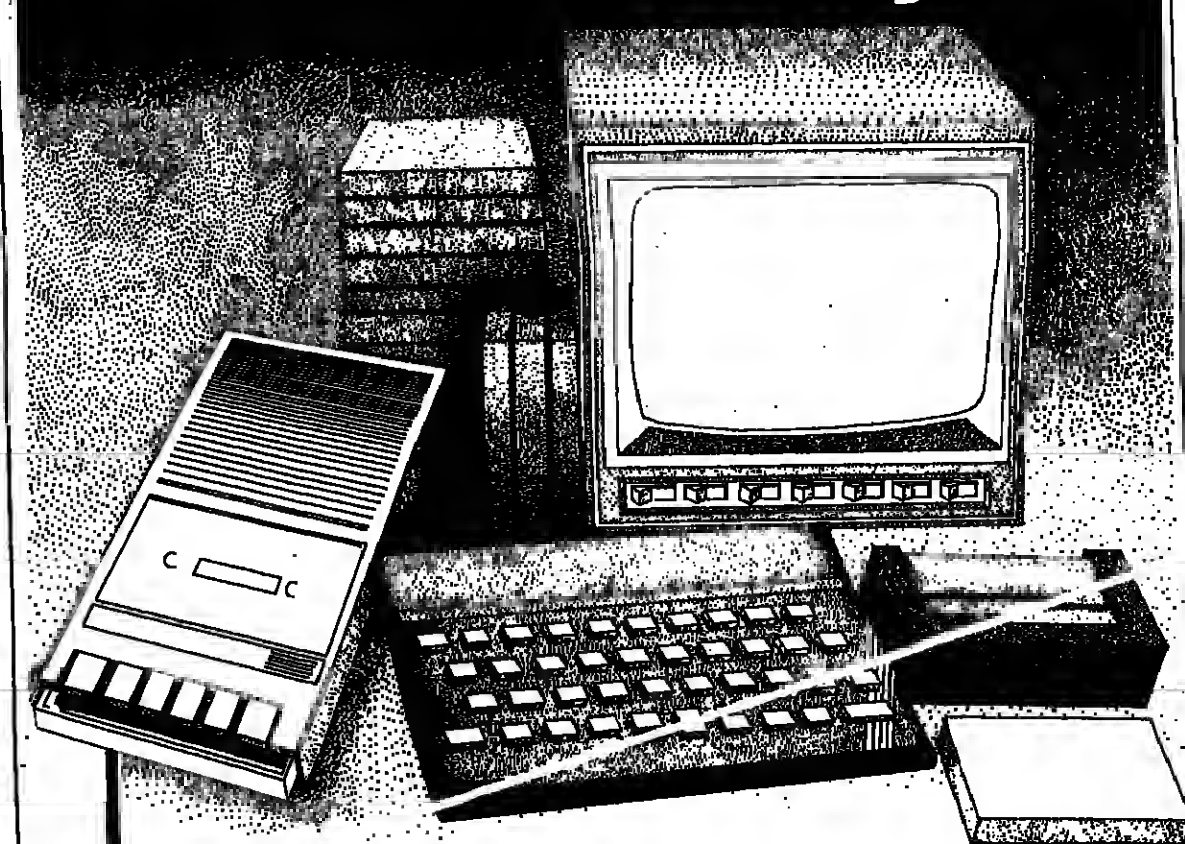
Secretarial support in secondary schools and more back-up for special schools and children with special needs could also be afforded now.

The West Midlands Education Alliance, which represents trade unions and pressure groups concerned about education, has called Birmingham and neighbouring Dudley to rethink the privatization of school cleaning.

Mr Jim Smith of NALGO, the while-collar town hall union, and chairman of the alliance, claimed that standards of cleaning would fall and that the close relationship between teachers and support staff would be damaged.

"We are not against cleaning being done by a private firm," he said, "but we are against the loss of the close relationship between teachers and support staff."

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## NEWS

## Young physicists in a word muddle

by Nick Wood

Youngsters with wide vocabularies can be at a disadvantage when it comes to studying physics, a new research study says.

The problem arises because some of the technical terms of the subject – for instance “conservation” or “equilibrium” – also have everyday meanings. Children bright enough to know these meanings commonly make mistakes when asked about them in their scientific context.

The findings came from Mrs Joan Solomon, head of physics at a London school, writing in the July issue of *Physics Education*. They are based on interviews with 17 fourth-formers tak-

ing a combined CSE physics and chemistry course.

Mrs Solomon asked 14 of the group if they knew everyday meanings of the word “conservation”; nine did so, explaining it as “protecting animals, saving trees and storing fuels”. But all of them failed to state correctly the elementary physics principle of the conservation of energy.

In contrast, four of the five to whom “conservation” meant nothing in an everyday context, answered the science question correctly.

“Familiarity with the everyday use of a word may not be an advantage in learning elementary physics”, Mrs

Solomon comments. “The reason for this is not hard to guess. ‘Conservation’ is different in the life/world domain of general knowledge from its specialized usage in the domain of physics knowledge.

“In any conflict between these two meanings, the one which is most frequently reinforced by social usage will tend to swamp the other.”

Mrs Solomon indicates how the “familiarity trap” can be avoided. All 17 of her sample knew the everyday meaning of the word “energy”. Those who had failed to give the correct physics definition were then told the answer and all were asked if it was the

same as the everyday meaning. Children who had got the physics definition right in the first place were more likely to appreciate that the word has two distinct meanings.

She argues that only through being aware of the existence of the trap will children learn to avoid it. “The best route to success in this elementary physics seems to run via a clear appreciation of the distinction between life/world uses – ‘being energetic’ or ‘the amount of strength you have’ – and the physics definition in terms of work which is only used in the rarefied atmosphere of the twice weekly physics lesson.”

## Private health discount scheme angers unions

by Richard Garner

Teachers are being urged to boycott a local education authority's plan to provide its employees with cheap private health insurance.

Conservative-controlled Ealing Council has reached agreement with a private health insurance group, the Western Provident Association from Bristol, to provide private medical insurance of a 25 per cent discount for all its employees.

Under the plan, the authority has

to the more people who go private, the less the Government will think about putting more money into the National Health Service to reduce waiting lists.

Mr John Butta, ex-president of the Ealing association of the NUT and teacher representative on the education committee, said: “Four hundred of our members were on strike in support of the health service workers last year and we still object to the way



Radpole Primary School's Dorset nature study project has been mushrooming since it was started by teacher Neil Arnold. Now, 15 years after pupils made their first amateur notes on local flora and fauna, the project's success has attracted the attention of television producers and publishers. Recently a nature trail and pond designed and built in the school grounds was the subject of a book *The Young Zoologist*.

## Fees ‘may lead students to drop out’

College lecturers have warned that plans by Cheshire County Council to charge 18-year-old students fees for further education courses may force many to give up their studies.

The plan, to be discussed by the council later this month, was designed to bring Cheshire into line with other authorities in the North-West.

But the lecturers' union, the National Association of Teachers in Further and Higher Education, said this week other authorities, unlike Cheshire, provided educational maintenance allowances.

The union is appealing to councillors to drop the proposal, which would mean 18-year-olds facing fees of £294 a year and substantial examination charges after September.

Ms Judith Summers, secretary of NATFHE's liaison committee in the county, estimated that 1,000 students already on courses could be affected.

“Our assumption is there will be a considerable drop out from existing courses and possibly course closures,” she said.

People wishing to enrol on a college course after completing a year under the Youth Training Scheme would be among those particularly hit. — *THE*

## Lessons from on high

Satellite pictures like those shown by television weather forecasters will soon be available in the classroom, with the aid of a new receiver system.

The equipment will enable class to tune directly to satellites in order to study geographical and meteorological concepts. The receiver can also be used for satellite projects such as signal processing, orbital prediction and antenna design.

The basic receiver costs £2,100, and picks up signals from the American Navstar polar orbiting satellites which between them pass over Britain five to six times a day.

An extra £1,325 buys a unit which can also receive transmissions from geostationary satellites which remain at a fixed point above the equator.

Mr Eric Scott, of Feedback Instruments of Crowborough, East Sussex, which developed the system, said the company had already received inquiries from colleges, universities and polytechnics.

## Kinnock hits out at roots of industry's decline

All distinctions between education and training must go, Mr Neil Kinnock, Shadow Education Secretary, urged this week. They block all hope of reversing the decline of British industry, he told the National Education and Training Conference at Birmingham on Tuesday.

The Department of Education and Science had decided at the last moment not to send either a minister or a senior official, leaving the field clear for Labour's spokesmen.

When the conference programme was first planned, Mr William Shelton, then a junior education minister, had agreed to open the conference. With the election in the offing, the DES assured the organizers that if he were replaced his successor would keep the engagement.

But when the DES learned that Mr Kinnock would be speaking on the same morning, it decided that it would not be proper for a new junior minister to be sent and offered instead the department's permanent secretary.

A few days ago they changed their mind again and said that it would not be right to have an official representing the Government on the same platform as an opposition politician.

The Government's policies as represented by the Youth Training Scheme in its present form and the new Technical and Vocational Education Initiative were likely to reinforce and perpetuate the divisions and pre-

judices that were at the root of the decline, Mr Kinnock claimed. They would underpin the “cobwebbed idea that the resolution of practical problems is not an intellectual exercise for educated people.”

Mr Kinnock quoted reports and observations that for more than a century Britain's industry had suffered from the poor educational background of its managers and the low esteem for industry among the educated and the educators.

He placed a large part of the historic blame on the example set by the public schools which set out to prepare their pupils primarily for the professions and the high status service occupations. The schools system had tried to emulate the public schools and parents were encouraged to steer their children towards academic objectives rather than those occupations which involved making things. The parents view was understandable given the low status and rewards in these practical occupations.

“The disdain of the public school educated sons of the Victorian entrepreneur thrust them into the realms of the civil service and the professions. Today their descendants have joined the ranks of the merchant bankers, investment advisors, the ad men and insurance fraternity. Report after report has revealed the effect of their bias and the move away from science, technology, and industry. To be edu-

cated is still – in 1983 – to be something or somebody in the City, the law, medicine, higher education, or the like,” Mr Kinnock said.

Schools would have a vital part to play in changing the situation within the context of reform of the curriculum and the examination system. They would have to recognise that making things involved intellectual abilities which might be different but which were in no way inferior, and required status and resources.

Training beyond the schools could not be left to the employers – not because they were malevolent “but

Seen but not heard: a voiceless Neil Kinnock listens as his speech is read to the conference by the actor, Leon Tannor. See *Aristides* – Page 72.

because their greatest failure is helplessness.

“They operate on different time scales, have different objectives, and the law of the situation compels them to hone their training programmes in conformity with their special needs. And those structural factors mean that they cannot, and should not, be awarded the main obligations and prerogatives of training for the needs of a modern industrial economy.”

Instead, industrial training should be based on apprentice training centres which would provide an integrated training based on a high content of general education.

## MSC to push ahead with TVEI schemes

The Government is pressing ahead with plans to increase technical and vocational courses in England and Wales. And it will bring Scotland into the scheme, despite doubts from the Scottish Education Department and teachers.

The Employment Secretary announced last week that he is asking the Manpower Services Commission to offer TVEI subsidies to more authorities to start up five-year pilot projects of technical and vocational courses.

Forty more projects could be funded at up to £500,000 each, or a longer number of projects could be backed with smaller sums. This could mean that some more than half of all I.E.A.s have schemes.

When the original pilot programme was announced last autumn the government and Mr David Young, the Manpower Services Commission chairman, insisted that only 10 projects would be funded for the next five years although they hoped that other local authorities would in time emulate the projects at their own cost. But when the bids from 66 authorities were considered, the Employment Secretary agreed to raise the number in the programme to 14.

Scotland was not represented: Mr Alex Fletcher, Education Minister, said Scotland was embarking on its own “action programme” to develop vocational preparation in its schools. The TES, however, reported Mr Young's view that Scottish local authorities would want to participate before long.

Some of the money for the new projects will start in September next year will come from the £40 million pounds set aside for the original programme; since the commission's officials are finding that they do not need to pay the authorities as much as they thought.

But Mr Tait is asking the commission to add another £14 million from its overall budget.

The Department of Education and Science, which was badly embarrassed when the original scheme was first



Labour leaders fear the scheme will be used to intensify selection in the secondary system.

announced because the timetable left no time for consultation, will this time discuss with the local authority associations how the money should be spent. It may be distributed in much the same way as the funding for the existing projects.

The new projects will be funded, like those already authorized, for five years. The Manpower Services Commission has still to discuss whether to agree to the Employment Secretary's request.

Although the local authorities will have no grounds this time to complain of a lack of consultation – some of the larger authorities like the Inner London Education Authority refused to join forward proposals because of the inadequate warnings last time – their reaction to the Government's

authorities participating in the project, but despite its support for the programme it shares some of the AMA's resentments and anxieties about the role of the MSC.

The authorities are finding to their dismay that the YTS will cost them money from their own resources rather than helping their finances, and they no longer regard the MSC as a benefactor.

Scottish reaction has given a wary welcome for any extra MSC cash that is going but only if it helps the Scottish education system to “do its own thing.” This is the view of the biggest union, the Educational Institute of Scotland.

And Mr Allan Stewart, the new Education Minister, said at a press conference in Edinburgh on Tuesday: “If we can adapt it to the Scottish context, then we should try and do so.”

He is likely to take up an invitation to meet senior officials and councillors to discuss the scheme with the Education Committee of the Scottish Parliament, the largest education authority, which has been doing a great deal of development work in vocational courses for the last 16 years.

He will have to convince them in particular that the TVEI schemes will not cut across work that is being undertaken under Scottish Education Department supervision to dovetail the Government's reforms for 14-16, the action plan for 16-18 and the Youth Training Scheme.

Dr Malcolm Green of Strathclyde, who is chairman of the education committee of the Convention of Scottish Local Authorities, said it would be “ridiculous” if the TVEI forced Scotland on to a different educational track from the one it had been pursuing. “We think it is much more important to transform our existing institutions by introducing vocational and technical elements rather than creating new ones.”

The Association of Metropolitan Authorities education committee chairman, Mrs Nicky Harrison, this week issued a statement attacking the Government for launching the MSC into the schools. The committee discussed at its meeting yesterday how it will handle the situation.

The TVEI committee of the Association of Metropolitan Authorities has been set up to monitor the scheme and to advise the Government on its implementation.

## Top courses get cut price deal

Local authorities have agreed to provide college courses for the Youth Training Scheme “de luxe” schemes at special low cost rates.

The schemes, being run by the engineering, construction, and road transport training boards, provide integrated one year courses with much more off-the-job training and education than the ordinary YTS year. They will serve as the first year of apprenticeship for many of the trainees.

Some of the courses are almost entirely off-the-job and seem to run counter to the MSC's principle that YTS trainees must spend the major part of their year on work experience.

The MSC refused to relax the rules to allow colleges to do the same for the trainees that they sponsor themselves under YTS mode B. Because of this some local authorities have been reluctant to take the training board trainees at the special low rates that they have agreed to charge employers sending them ordinary YTS trainees.

The local authority associations have now decided to recommend that the training boards offer the special rates to the training boards too.

They say that this is justified because most of the trainees on the integrated courses will be replacing apprentices whose education the local authorities have always subsidized in the past.



The construction industry's training board will benefit from the low-cost courses.

## ‘YTS cash will breed envy’ – union

by Richard Garner

Allowances paid to youngsters on the new Youth Training Scheme will be “a source of envy” to those who continue with full-time education outside it, says a policy document published by the National Union of Teachers today.

The document, *Schools, the MSC and YTS: a union guide*, says the allowance of £25 a week might be thought “extremely meagre” but adds: “It will be a source of envy to those not on the scheme, especially when they are taking markedly similar courses.”

“Of more concern, however, is the fact that those students whose family circumstances prevent them from continuing in full-time education will be forced to join YTS for financial reasons.”

It continues: “It is extremely pernicious to face young people with the choice of either being a financial burden on their families or taking a course which offers some financial assistance.”

“The inescapable conclusion is that those who, through no fault of their own, are in difficult circumstances, are being encouraged to leave full-time education. It is quite clear that a system of educational maintenance allowances is overdue.”

*Schools, the MSC and the YTS: a union guide*, published by the National Union of Teachers, 50, Abchurch Lane, London EC4N 3DF, is priced at 10p.

## Seed-corn for industry field

The Government should set up an “industrial seed-corn” fund to strengthen the research base of higher education institutions collaborating with industry.

That is one of the main recommendations of a report to ministers carried out by the Advisory Council for Applied Research and Development and the Advisory Board for the Research Councils, published on Wednesday.

The “industrial seed-corn” fund it proposes would pay universities and polytechnics that already have successful links an annual sum equal to 25 per cent of their industrial income.

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## Welsh infants more likely to have nursery places than English children

More than two-thirds of Welsh three and four-year-olds attended school either full or part-time last year, compared with less than half of their English counterparts.

That difference emerges from a comparison of two sets of statistics published last week: the latest statistical bulletin on under-fives in England from the DES, and statistics of education for 1982 from the Welsh Office.

The English figures show that the total number of pupils under five in primary and nursery schools rose last year by more than 8,500 to 437,000. This is almost crept back to its highest level of 440,000, achieved in 1976.

The increase was largely accounted for by part-time pupils aged two and three, following the rise in births since 1977. The number of two-year-olds in education was 4,700 higher than the year before and the number of three-year-olds jumped sharply by 15,600.

Overall, the number of part-time pupils rose by 13,000 to 205,000, while the number of full-time pupils continued to decline, falling by 5,000 to 233,000.

Participation rates continued their gradual rise from 28.1 to 29.6 per cent of three-year-olds and from 68.6 to 70 per cent of four-year-olds between 1981 and 1982. The proportion of the estimated population of three- and four-year-olds in education fell from 90.1 to 40.4 per cent.

The trend of the last decade shows

## Schools welcome back under-fives

by Biddy Passmore

from infant towards nursery classes: continued with an increase of 14,000 in the number of pupils in nursery schools and classes to a new record of 233,000. The number in infant classes fell by 5,000 to 201,000.

Of all the pupils in nursery provision, just over one fifth were in nursery schools and the remainder in nursery classes in primary schools. The number of nursery schools last year was 582, down from the peak of 596 in 1980. The number of primary schools with nursery classes, by contrast, rose by nearly 150 to its highest level of 3,662.

The authority with the highest proportion of three and four-year-olds in education was the metropolitan district of Walsall, with 92 per cent. Others with 70 per cent or more were the London boroughs of Haringey and Newham, Liverpool, Manchester, Salford, Tameside, Doncaster, North Tyneside and South Tyneside.

Walsall's high proportion of under-fives in education (10 per cent) closely fol-

lowed by Darset (12 per cent) and Kent (13 per cent).

In Wales, 9 per cent of the 43,500 pupils under the age of five were in nursery schools and the remainder in nursery or infant classes in primary

schools (the statistics do not distinguish between the two).

The proportion of three and four-year-olds in education rose from 68.7 to 68.7 per cent but actual numbers dropped slightly. A decrease of 1,200 in the number attending primary school full-time (to 26,915) was not quite matched by an increase in the numbers attending part-time (to 12,462).

Pupils under five years in each local education authority in England – January 1982, DES statistical bulletin 8/82. Nursery schools, 582; available from the Welsh Office, Crown Buildings, Cathays Park, Cardiff CF1 3NQ, £3.

● The cold wind of economic recession has buffeted provision for the under-fives, says Mrs Cynthia James, chairman of the British Association for Early Childhood Education, in a brochure published to coincide with the group's fifteenth anniversary.

She adds: “The state of teacher-training as it relates to the care and education of the very young child is a matter for serious concern. A result of recent reductions, amalgamations and diversifications in teacher establishments has been a dearth of experience and expertise in the care and education of the very young child.”



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## OVERSEAS

## ARGENTINA

## Andrew Thompson on British schools in 'enemy' territory.

Despite the Falklands war and the tension remaining between the two antagonists, British schools in Argentina are thriving.

Demand for English education remains high, and barring a few moments of tension, the schools are allowed to get on with the business of teaching.

Most heads, who had television crews hanging on their doors last year, seem to fear indiscreet journalists much more than any nationalist backlash.

Many stories are told about the effect of the sovereignty conflict between Britain and Argentina on the schools. One old chestnut is that an Argentine Education Ministry inspector once asked a pupil who the Malvinas (Falklands) belonged to. The answer was "in the morning they are Argentine and in the afternoon they are British".

If this ever did happen - and most teachers think it was made up - it was a pre-war joke. In fact, the subject is only touched in the Argentine syllabus. One veteran teacher said: "In my time certainly, and that goes back 30 years, all school atlases have always described those islands as the Malvinas."

Most schools experienced some kind of small incident during or after the war, such as a threatening telephone call, or in the worst case, a bomb attack (timed to go off in the middle of the night when the school buildings were empty). In general, however, heads dismiss them. During the war the schools had police protection, and teachers praise the efficiency of the local patrols that kept an eye on them.

"People are just more self-conscious about Englishness now but there is no real antagonism towards



Integratedi Marito Garvey, head of St Hilda's in Buenos Aires

## The British paradox

There are roughly 80 English schools in the country. The best-established are members of the English-Speaking Scholastic Association of the River Plate (ESSARP), which was set up in the 1920s. ESSARP is now 20-strong, with three of its members across the River Plate in Uruguay.

Its members tend to divide into roughly two types, although the line is beginning to blur. The head-

papers are now sent off by mail directly to the Cambridge board.

As a group, the English schools are successful for two main reasons.

The first is that most Argentine middle and upper class families know, as one teacher put it, "that the English language is needed at the top of every professional tree".

The second is that the Argentine education system is a half day affair. Mr Garvey, the Anglo-Argentine who

at Paul's in Cordoba, were originally modelled on British public schools, and started out catering for British residents or families in Argentina on short-term business contracts.

The schools in the middle class northern suburbs of Buenos Aires, many of which have very English origins, are now much more geared to day pupils, sent by Argentine families who want their children to learn the English language and culture. St Andrew's is perhaps the largest, with a total of 2,000 pupils. Northlands, for girls, has about 1,000.

Among the ESSARP members are a large number of different schools of varying quality. While some are clearly satisfactory, others are English only by their name and the fact that they teach the language.

"Two years ago, if you wanted to make some money all you had to do was think of a name, put 'St' in front of it, and open for business", one teacher commented.

A third level is formed by the "culturas" the name given to the institutes which specialise in teaching English as a foreign language. There are roughly 50 of these. The closure of the British Council in Argentina has complicated their work marginally, as far as supervision of first certificates and proficiency examinations are concerned. But the "culturas", which are run by local boards of governors, have not really been harmed. Examination

Mr Leech, who came out from England three years ago to take up the headship, and who is also vice-president of ESSARP, estimated that about 40 per cent of his students were of Anglo-Argentine background. This in fact is higher than the average: most British schools are down to around 15 per cent or less. The bulk of the pupils take the Argentine baccalaureate exams, while the remaining 15 per cent concentrate on O and A levels.

According to Mr Leech, one of the gradual changes is that the Anglo-Argentines are speaking less English. "The English community used to be a fairly separate group, but as a result of intermarriage, many of their children speak much more Spanish now. So we are beginning to put an increasing emphasis on TEFL."

At St Hilda's, Mr Garvey agreed. He said 14 per cent of his pupils were of Anglo-Argentine origin, but of those, only half spoke English at home. A small proportion of the pupils who took the "English side" of secondary education went to British universities.

"We had a girl leave our St Hilda's here to go on to St Hilda's College, Oxford, which was quite fun", Mr Garvey said. "You'd expect her to be an Anglo-Argentine, but she is in fact from an Anglo-Argentine family." St George's pupils have also gone on to British universities - among them Oxford, Cambridge, and Edinburgh.

But Mr Leech said that the most important cultural link was really with the United States now. "Many students take the Argentine side, go on to an Argentine university, but because of the English they have learnt here, are able to do post-graduate work in US universities", he said. "We also provide the Scholastic Aptitude Tests (SATs) necessary to get into US colleges."

In legal terms, all the schools are really Argentine, as far as ownership and the composition of their boards are concerned. "I am an Argentine and this is an Argentine school", Mr Garvey said. "St Hilda's College or Colegio Santa Hilda, it doesn't make too much difference." But he recognizes that the English name is an attraction for parents. "All the English schools are in reality trying to produce well-rounded citizens," he added, pointing out that many of his pupils go on to obtain jobs in industry and government.

Mr Leech took a similar attitude. "We are teaching in Argentina and obviously do everything the Argentine Education Ministry tells us to do. We have, in fact, got a very good relationship with the ministry people." The son of Señor Nicandro Costa Mendez, the Argentine Foreign Minister during the war, was a St George's pupil. "I'm sure if you go through the list of surnames on our rolls you find a lot more important Argentine family names."

This year, students in Argentina are enrolled to take 3,708 O-level subjects, with some 400 down for subsidiary levels and 240 down for A levels, all with the Cambridge board.

Mr Leech pointed out the paradox: "It is remarkable that one year after the war the number of O level subjects taken has jumped by roughly 80 per cent."

Mr Garvey said: "Parents don't see themselves as sending their children to an enemy school. In their eyes, they are sending their children to an Argentine school with English teaching, which is very useful, and good old discipline, tradition, and culture."

## All hands to the jobs pump

## WEST GERMANY

Anxiety about escalating teacher employment in West Germany is prompting all groups concerned to suggest urgent countermeasures. This concern was reflected at the highest level recently - West Germany put the subject on the agenda for the European education ministers' meeting in Luxembourg.

The country's largest teachers' union, the GEW, says that more than 30,000 teachers are out of work, and that many of the 585,000 in jobs are only employed part-time. Last year, the union estimates, 40,000 applicants were chasing 10,000 posts. Next September, it says, there are likely to be only 5,000 jobs for anything up to 50,000 applicants, and by 1990 the number of jobless could be anything from 70,000 to 150,000.

The main cause is sharply dropping pupil numbers. Between 1981 and 1982 alone the number of schoolchildren dropped by 500,000. Yet the number of students taking teacher training courses has only gone down a little, from 205,000 in 1981 to 192,000 in 1982.

Official figures for the number of teachers out of work are far lower than the real ones. A large proportion of the jobless are those who have stepped straight from their practical training period to unemployment, since they cannot claim benefit, they are no incentive for them to register as unemployed.

And according to Dr Dieter Wender, chairman of the GEW, it is humiliating for a teacher to do so. "It has always been something that teachers just don't do," he said.

There is no question of new jobs being created. Rheinland-Pfalz, a Christian Democrat state, advises would-be student teachers to rethink their plans, and those already engaged in teaching courses to switch to another subject. It has also appealed to businesses to consider employing teachers as specialist instructors.

Two CDU states, Rheinland-Pfalz and Baden-Württemberg, have produced a framework for a "legal initiative", which proposes the extension of a current unpaid leave scheme to those without families. The scheme already operates for those teachers with families who want to take several years' unpaid leave.

Hesse and Hamburg, where the Social Democrats are in power, are suggesting a similar measure plus more part-time work schemes. The two Christian Democrat states are also suggesting retirement at 55.

Both these "legal initiatives" are still with the Bundesrat (Federal Council) and would have to be passed by the Bundestag (Parliament) to become law.

The GEW is seeking a 35-hour week which, Dr Wender says, would create another 40,000 to 60,000 jobs. He also favours more unpaid leave and part-time work, on a voluntary basis.

It frowns on "jobs on the side" - many teachers supplement their income by working in adult education colleges, and the colleges are dependent on this. Instead, it wants this work to become part of a teacher's compulsory working hours, and the extra teaching time made available used to create more jobs.

Another teachers' union, the DL, which is affiliated to the Civil Service Association, recommends "moral pressure" over supplementary jobs. Oddly enough, despite the falling rolls and the glut of young teachers, there is still a shortage in some areas such as music. Sickness and maternity leave are not adequately covered, and lessons are frequently cancelled as a result.

Meanwhile, Mr Andersen warns potential foreign language teachers against applying for posts with the institute until the case has been heard.

Christopher Follett

Caroline Jones

## Private sector swings...

## UNITED STATES

### Peter David reports on a Supreme Court ruling which has reinforced a controversial tax relief plan.

The Reagan Administration's controversial plan to give tax relief to private schools received an unexpected shot in the arm from the Supreme Court last week. In a narrow five to four ruling the court ruled that a state law offering tax deductions for educational expenses was constitutional even though most of the benefit went to private parochial schools.

Providing tax benefits to parents with children in private schools has been a long-standing commitment for the Reagan Administration but one which had to surmount a number of obstacles. Although draft legislation introducing tuition tax credits has been warmly supported in the Senate, opponents of the measure claim it would amount to the unconstitutional establishment of religion in schools since so many private schools are religious.

Last week's ruling is expected to make it easier to introduce tuition tax credits, although it was sufficiently ambiguous to leave open the

possibility that the Reagan scheme will ultimately be thrown out by the Supreme Court.

At issue in the case was whether Minnesota should be allowed to offer tax relief to any parent as a result of educational expenses such as tuition fees or the purchase of essential equipment. In theory, the tax deductions are available to parents who send their children to public (government-funded) schools as well as those who opt for private schools. In practice, the rule has most benefited parents of children attending private schools in the state, most of which are religious. Parents of children at public schools incur very few deductible expenses.

In a majority opinion, however, Judge William Rehnquist said that the law (which has already been in force for 28 years) did not distinguish between public and private or religious and secular schools. He added: "Where, as here, aid to parochial schools is available only as a result of decisions of individual parents, no imprimatur of state approval can be deemed to have been conferred on any particular religion, or on religion generally."

The dissenting opinion, however, argued that the Minnesota law, while apparently neutral, actually benefited religious schools disproportionately. Writing for the four-member minority, Judge Thurgood Marshall said the law was indeed a

breach of the First Amendment. He pointed out that the most substantial benefit available under the statute went to parents who sent their children to schools which charged tuition fees.

"The statute is little more than a subsidy of tuition masquerading as a subsidy of general educational expenses. The other deductible expenses are *de minimis* in comparison to tuition expenses," he said.

Because the court is so narrowly split, and because the Minnesota law is substantially different from the proposed legislation introducing tuition tax credits, opponents of the scheme believe the proposal might be struck down as unconstitutional. While the Minnesota law provides for a package of tax deductions to all families, of which education is only a part, the Reagan plan would single out children at fee-paying schools.

Hopes that the Supreme Court would come to a different decision when it considered the Reagan legislation have been fuelled by part of the minority opinion which made it clear that the court stands by an earlier decision, the so-called "Nyquist" decision of 10 years ago. On that occasion, the court cited the First Amendment in striking down a New York statute promising tax relief to private and parochial schools only.

## ... and roundabouts

## AUSTRALIA

### Andrew Casey on the ministerial trouble in store for independents.

Senator Susan Ryan, the Federal Minister of Education, has hinted that the first Labor budget due in August will see a big increase in funding for public education and a sharp cut in funding for private schools.

Her anti-private school attitudes have already been shown in appointments she has made to the Commonwealth Schools Commission - the Federal Government's principal advisory body on the funding of schools throughout Australia - including the former public relations officer of the Australian Council of State School Organization, the state school parents' lobby group.

Almost at the same time a nominee of one of the main private schools parents' lobby groups, the Australian Parents' Council, was removed from the commission. The APC represents many, but not all, private school parents' associations, and has had a particularly representative on the com-

mission ever since it was established in the mid-1970s.

But in the March Federal election the parents' council played an active part and many Australian Labor Party people believe they used dirty tactics in deliberately misrepresenting their education policy in an attempt to secure votes for the conservative parties.

In retribution they were dropped from the Commonwealth Schools Commission, but no other representative of private school parents was nominated to replace them.

In an aggressive and spirited defence of public education, Senator Ryan recently told the Queensland Teachers' Union that they should not be bluffed or intimidated by critics who had no evidence to support claims that there had been a decline in educational standards.

She said: "Public education is under attack from those who want to return to what they believe was a golden age in which schools produced students 100 per cent of whom were literate, numerate, obedient and employable."

"The golden age theorists have an unrealistic view of children. Children today are more articulate, better informed, more self-confident and more aware."

"They are not captive minds to be filled with the wisdom of the 1920s."

Senator Ryan told the teachers' unionists it was important to ask the question, whose educational standards were better in the past?

"Were the standards better for girls, for whom traditional education implied stereotyped roles and choices?"

"The under-representation of women in technical and higher education and in all decision-making positions in public life suggests there was something lacking in traditional standards."

"Were educational standards better for Aboriginal Australians, whose contact with the Australian school system has been disastrous?"

"Are the critics referring to the educational standards of migrants, whose cultures and languages were traditionally ignored by schools?"

"Are they referring to the educational standards of working class Australians who have traditionally left school with the minimum of education and who have become the unskilled and the poor?"

## Euro-schools under fire from Strasbourg MPs

## EEC

### Craig Anderson on a critical report about the Community's education system.

A thorough review of educational standards, teaching methods and organization within the small number of EEC-funded European schools has been urged in a report unanimously adopted by the education committee of the European Parliament and due to be debated in Strasbourg this week.

A report on the workings of the European schools, which were set up in 1953 to educate the children of Community officials, has been drawn up for the Parliament by Mr Giovanni Papaleo, an Italian Communist. Although supporting general principles underlying the European school network and calling for extra finance for them, the report is critical of the way the individual schools are run.

The European Commission is being called upon to review a number of key aspects within the organization of the schools, including language teaching, remedial teaching - particularly at primary level, the introduction of a wider range of examination than the international baccalaureate now offers,

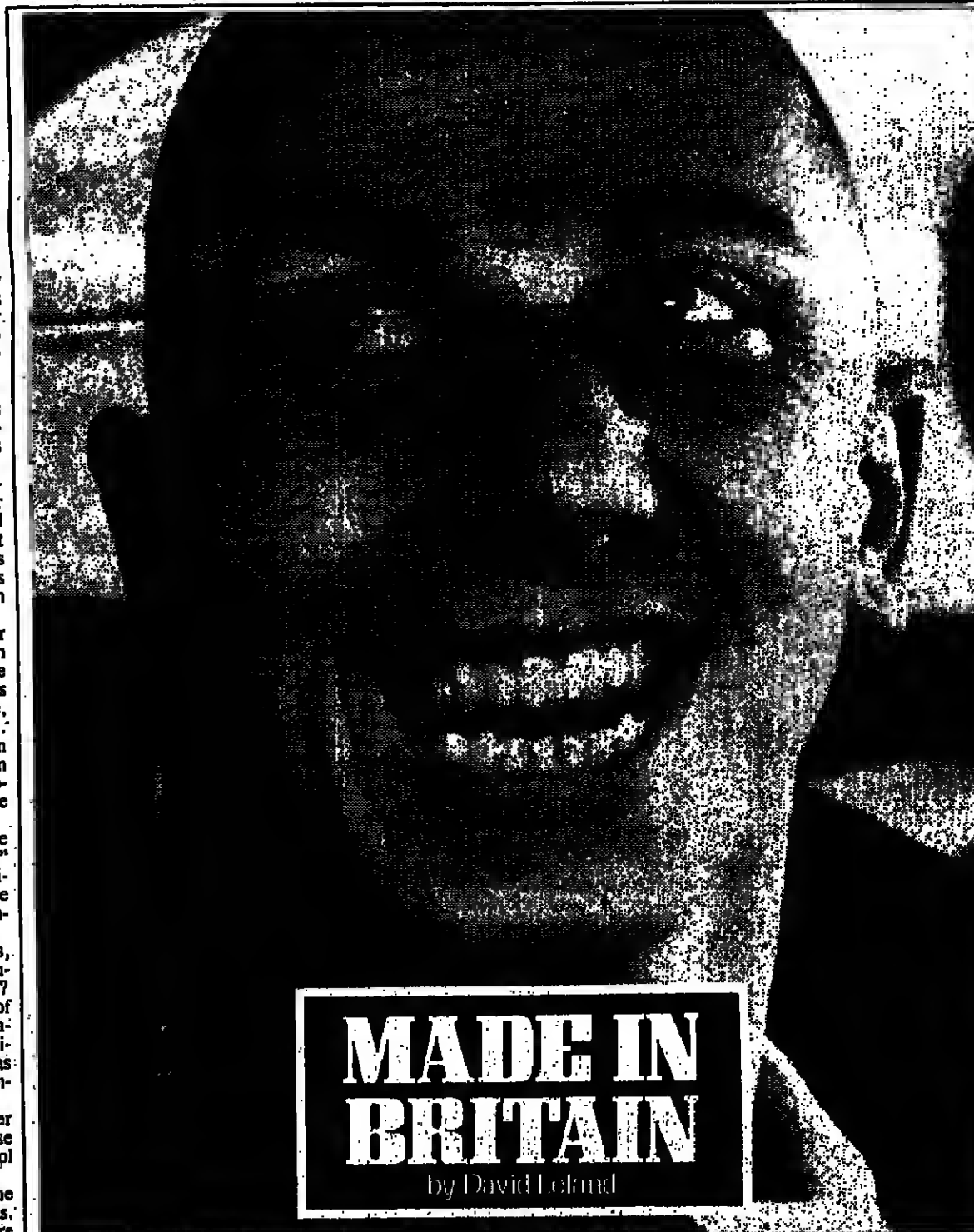
the development of special textbooks for European schools, the selection of teachers, and in-service teacher training.

The report points out that the schools represent the only multinational and multilingual school system in the world, and accepts that some of the problems stem directly from this fact. But it recommends nevertheless that the schools should attempt to increase integration with other education systems.

Although the 125-strong Socialist group - the largest political grouping in the Strasbourg Parliament - has backed the report, some of its members are openly opposed to what they see as the elitist nature of the schools.

Mrs Janey Buchan, Labour Euro-MP for Glasgow and a member of the Parliament's education committee, said: "If we look at one of the Brussels schools we will see that the proportion of those entitled to attend actually attending has fallen by almost 5 per cent in three years."

"That figure alone justifies the call for an inquiry into what is going on. For in any member state such a fall in a school so well provided for in money, equipment and staff would certainly ensure a full inquiry."



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## Teachers sue in contracts dispute

Legal proceedings have begun on behalf of four British teachers for alleged breach of contract by one of Denmark's biggest privately-run English language schools.

A hearing opened in the Copenhagen City Court brought by the Association of Danish Evening and Youth School Teachers (DAUF) against the Cambridge Institute (Denmark).

The institute has 4,000 pupils and more than 70 teachers, many of them

Allegations against the institute centre on the legality of the contracts - would-be teachers are required to sign before coming out to Denmark - assume teaching posts with the institute (TES, January 15, 1982).

DAUF is handling the case of the four British teachers who are alleged to have signed contracts with the institute and travelled to Denmark at their own expense to find no job, salary, or any compensation, when classes failed to open.

The institute has been accused of "luring" teachers from local educational authorities.

Teachers maintain that the institute has a contractual obligation to give them work, pay and/or compensation.

According to Mr Torben Ferslov Andersen, secretary of DAUF, the institute's legal advisers had requested negotiations on a possible out-of-court settlement of the case before the case resumed on August 30.

Meanwhile, Mr Andersen warns potential foreign language teachers against applying for posts with the institute until the case has been heard.

Christopher Follett

Caroline Jones



## LETTERS

## Headship ideas too theoretical

Sir - I found "If you want to get a head" (TES, June 24) depressingly theoretical in its approach, although sound in its conclusions.

The current practice of promoting administrators away from teaching and into management creates a body of managers in large educational establishments who become remote from the problems and pleasures associated with a day to day teaching load and a regular intimate contact with students and colleagues.

Many managers measure their success in terms of the quantity of paper work successfully processed, the intricacy of their organization

control systems or the number of administrative problems averted. Concentration on such activity often deflects attention away from the central human and educational needs of both learners and teachers.

The very personal process of education often requires less structured arrangements to allow for innovation and individual development. So often teachers are forced to fit in to a neat administrative system rather than being served effectively by it.

Any attempt to identify development activities which will contribute to improved management must take into account the need to simplify

management procedures, to limit the amount of time that any individual spends on the performance of management tasks and involve staff at all levels in planning and control activity.

The periodic secondment of heads and deputies to full-time teaching in another school would concentrate their attention on the current needs of pupils and teachers.

The regular rotation of management/teaching responsibilities, based on the idea of collective leadership would break through the stockade of isolation which can so easily surround a head. Collective activity recognizes and develops ex-

perience and also gives confidence for the exploration and refinement of new ideas.

Other benefits follow which offset many of the management problems in schools and colleges:

□ Regular exchange of teaching / management duties serves a training and development function for both the teacher and the manager.

□ Where the pattern of movement is regular and expected, concern about changes in status diminishes. (Bonus payments could cover periods of additional responsibility.)

□ Intense pressure is removed from the individual head.

□ Unsatisfactory or worked-out managers can move to other areas of school or college activity with dignity, while still retaining the opportunity to use specialist knowledge or expertise.

Collective leadership is practised in many educational establishments, but too often the emphasis is placed on movement between equal grade positions.

A more comprehensive rotation of staff would contribute to the provision of a pool of trained and interested managers. Reference to the practices of industry is very relevant here.

JULIA REAY  
Shrewsbury  
Salop

## Great incentive

Sir - How many heads were, like me, extremely irritated by Lynton Gray and Ian Waitt's depiction of them as having, after their appointment, "little incentive (other than survival) to seek training for that position, or to modify behaviour within it".

The incentive, as with other chief executives, is the desire to achieve at an institutional level, and the recognition that the head's management development is a crucial factor in realizing that achievement.

Now, granted some heads are self-centred, self-satisfied, self-indulgent people, who have lost the learning habit (their own that is). But it really is miraculous to witness their finding it again through rigorous discussion on courses with other heads about how they run their schools.

Such critical engagement, which admittedly requires specialist tutorial support, is the primary medium for management development, and the most trustworthy source of criteria for effective headship.

To dismiss such work, as Gray and Waitt do, as the "educational equivalent of Weight-Watchers" is too hard on heads, whose most frequent motivation is to support each other in pursuing greater personal and organizational effectiveness.

GRAHAM B. SMITH  
Senior Lecturer  
Brooklands School of Management  
Weybridge, Surrey

## Misreading YTR promotion on training scheme

Sir - It seems to me that Mark Jackson in his provocative piece, "Leaflet in 'free labour' lure to the employers" (TES, June 24) is merely exploiting the small print of the leaflet put out by the Youth Training Resources company as part of their perfectly reasonable YTS marketing operation.

I am particularly pleased to see that Mr Jackson does, in fact, admit that the offending leaflet seems to suggest that YTR is saying that employers can use trainees as "free labour without themselves having to train them on the job".

Whilst I would accept that the wording of the document is possibly misleading on the aspect of an employer's responsibility to provide on-the-job training, surely this feature of a trainee's programme is automatically implicit in the agreement between YTR (the managing agent) and the employer sponsor.

In view of Mark Jackson's own comment that YTR has "won a considerable reputation for high-quality training" in its pilot scheme I am surprised he seems to need this point spelling out.

Could it be that Mr Jackson is deliberately misreading the wording of the leaflet? What it says is that employers will get the use of a "pair of hands free of staff costs" which I take to mean that YTR - as the managing agent - will assume overall responsibility for all operational expenditure.

Frankly, I consider that Mr Jackson's suggestion that YTR are out to make profit out of YTS to be highly irresponsible. For the Youth Training Scheme to succeed it must be organized and run on business principles which - quite simply - it will need to be a cost-effective operation. If it is not then the managing structure will fall and the smaller employer will probably have to pull out of YTS which - evidently - will be at the expense of the youngsters themselves.

A final point on the count of quality on the training programmes. The MSC has specified clear criteria in this area and appropriate monitoring mechanisms have been built



From The TES June 24

into YTS to ensure that standards are reached and maintained. In this connection the MSC are establishing some 55 accredited training centres throughout the UK which will provide the trainers with expert advice and support. I, however, at the end of the day a managing agent fails to deliver a quality training programme, then his YTS contract with the MSC will be terminated. I am confident that Youth Training Resources will meet the mark whatever doubts Mr Jackson may think he has about the quality of their product.

BILL BONNEN  
Special Programmes Unit  
Confederation of British Industry  
Sewins Close  
Hornchurch  
Essex

Mark Jackson writes:

1. The reference to "a pair of hands free of staff costs" was not hidden away in the leaflet;
2. It is difficult to see why employers should be told they are relieved of all obligation for training if there is to be an implicit agreement to the contrary;
3. YTR is not a charity or a non-profit-making organization. There is nothing irresponsible in pointing this out;
4. The news item was about YTR's marketing approach - which Mr Bonnen accepts is misleading - not their acknowledged reputation as trainers.

## Equal ability

Sir - The article, *Girls Losing out on Six Counts*, by Hilary Wilce (TES June 10) tells of Mrs Maureen Cruickshank's account of how girls are adversely affected in secondary schools. Many of Mrs Cruickshank's points are doubtless valid, and it is deplorable that all girls and boys do not enjoy equal educational opportunity. However, the "final problem" - women teachers' failure to be promoted as rapidly as men - is surely not, a question of equal opportunity at all, but of equal ability to do a specific job.

For, if a male teacher had childcare commitments, or needed to move with his wife's job, or were diffident about applying for senior posts, then these would be genuine reasons for not promoting him: such

factors would probably impair his performance, unless outstanding ability outweighed his disadvantaged personal circumstances. Therefore, it is dishonest to suggest that these disadvantages should be ignored in the interests of equal opportunity. It is only fair that they are taken into account.

Of course, my argument is conditional: "... if a male teacher". Why most male teachers are not so encumbered (from a career point of view) by childcare commitments, or by moving with their wife's job, or by feelings of diffidence, is another question. No doubt I shall shortly have the pleasure of reading why they should be.

JAMES SALE  
21 Wolsley Road  
Southampton

## Wrong age

Sir - Although your article on Florida sixth-graders who passed tests failed by trainee teachers was of considerable interest (TES, June 17) I fear you missed the point! Sixth-graders in America are not high school students - as in your accompanying picture. They are the top class in American primary schools.

J.A. FELD  
17 Wentworth Road  
London NW11

## Study skills request

Mrs J Chanbey of Mark Hall School, 1st Avenue, Harlow, Essex, would like to hear from schools which have introduced a study skills programme. She would be grateful for information on materials which have proved useful and would welcome the opportunity to visit a school already running a study skills scheme.

## Question of science

Sir - One must assume that the flight from physical science on the part of many girls is either not in their own long-term interests or else not in the interests of the community; otherwise, why all the fuss?

If it is indeed a problem for which a solution must be found, then is this perhaps a case of, "Ask a silly question ..."? At the age of 13, how many of us were, capable of giving sound answers to a battery of questions of the type: "Do you wish to study physics?"

If we ask our pupils "How much time do you wish to spend on science?" (giving a choice between, say, four periods per week and eight), with guidance, they can give intelligent answers and we can give them a balanced education.

In a typical year at Arden, for example, 94 per cent of boys opted to sit a physics exam (GCE or CSE) and 74 per cent of girls did likewise. By asking the questions asked, the flight from physical science on the part of girls has been reduced to a gentle flutter of wings.

PETER FULCHER  
Head of Science  
Arden School  
Knowle  
Solihull

the quality of teaching. It is with this second role that I am concerned. It is a shame that quality teachers, who become deputy heads and the headteachers in our primary schools, have to leave the classroom.

If our primary schools were to employ full-time, well-trained educational secretaries, headteachers would no longer have to perform juggling acts to fit group activities and class activities between administrative duties. Headteachers could then work closer with their staff and share their ideas and teaching experience.

University Department of Education. I have been a student of both, and they are different.

KATE SOAR  
89 de Preville Avenue  
Cambridge

"Infant teacher, must have a woman", or "science teacher, must have a man".

Fears deepened, when one looked at the reasons for wanting a man head. Were they based on sound educational principles? No, simply on the need to have a surrogate father. If mothers feel their child needs a father figure may I suggest they themselves find one and not expect the education system to provide one.

I have recently been involved in applying for teaching vacancies where it has been known previously that a "man was wanted", any man, quality being largely irrelevant, and of course, a man was appointed. Three cheers to the chairman of governors at Blewbury School for having the integrity and courage to appoint the best person for the job of educating the children in the school.

I BEEVER  
14 Evenlode Close  
Charbury  
Oxfordshire

Half the children are on illegal sites and are continually moved on.

Caravan sites  
Sir - You write that the HMI report on gypsy children blames some authorities for failing to encourage parents to send their children to school. You do not mention that the same authorities have not complied with the 1968 Caravan Sites Act which requires them to provide caravan sites for gypsies and that they send half of the early morning to evict the families from their unofficial stopping places.

The Department of the Environment no longer sends us twice a year the gypsy census figures "as an economy measure" but our own surveys show that half the children are on illegal sites and continually being moved on. This explains the fact that only half the children of primary school age attend school.

The lower figure for secondary children is because they find they can learn more interesting things on the site than at school and also be trained by their parents to earn a living - which, in the present situation, the education system cannot guarantee.

DR DONALD KENRICK  
President  
National Gypsy Education Council  
61 Blenheim Crescent  
London W11

We will always need headteachers, but I feel we need them literally next to us. As most deputy heads in primary schools do take classes it would be a tremendous boost for headteachers also to have this responsibility. This, in turn, would lead to deputies and heads working closer together and there would have to be more delegation of responsibilities among the scale post holders.

Angela Anning pinpointed the real role of the head in her article and she relayed the problems of getting to grips with good practice in the classroom. I suggest that with heads working even closer like this with their staff this might lead to an easier route.

HELEN BUCHANAN  
70 Chomica Manor  
Claremont Rd  
Salford

## Wide benefits

Sir - Martin George (TES, June 24, page 20) is very kind about our "brand" of home economics and I am all in favour of workshop experience for girls, for many reasons. It might even tip the balance in employers' minds. But the benefits we find from this kind of home economics are of a wider-ranging and more basic kind, developing confidence, learning skills and ability to think, which all help much more effectively with job opportunity. All areas of craft, design and technology can do this, but each contributes also its own specialities. Home economics can interest girls in science (the problem described on page 5 of the same issue) as long as we select science concepts that are really simple and sound, and make sure that pupils immediately use each one to solve a genuine problem.

IRENE FINCH  
67a Wallwood Road  
London E11 1AY

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## Failure to understand what management is about

Sir - Whatever its subject, research usually squashes our simplifications and uncovers complexities, but Lynton Gray and Ian Waitt seem to be making heavy weather in their discussion of educational management ("If you want to get a head").

Much of the reluctance to consider education in managerial terms seems, to this reader, to stem from a misunderstanding of what management is. We do not need to avow the "whizz kid" myth. Even the hush-hush schools have rejected it.

At the risk of seeming to conde-

scend, may I suggest that management is about the mobilization of resources to achieve a specific aim. The principles involved are the same whether the aim is the manufacture of screws or the development of talents. So are the resources - people, money, land, buildings and equipment.

Some of our schools cannot manage to get the right number of desks and chairs in the right place at the right time for an O level examination. If a headmaster is unable to find a way of carrying out this im-

possible operation heaven help the school to face the more complex issues of motivation and discipline. Failure in the first instance may indeed be a symptom of failure in the other two.

In a school of 250 pupils, personal contacts and control are relatively easy. In a school of 1,200, sensible systems will be a decisive factor in the well being of students and staff.

T E ASHTON  
30 Dysarth Road  
Penarth South Glamorgan

## Fewer = Worse

Sir - Your comment on the NUT's attitude to the White Paper *Teaching Quality* (TES, June 24) misses our fundamental objection which is to Sir Keith Joseph's assumption that a contraction of the teaching force will necessarily lead to an improvement in the quality of teaching.

The methods to bring about this contraction are likely to work in the opposite direction.

First, a school's staff is less stable; compulsory re-deployment forces teachers to move against their will, hardly a recommendation to teach better; redundancy leaves gaping holes in the staffing structures, with disastrous results on curriculum coverage; early retirement alone opens the way for the appointment of new teachers, but only if staffing establishments allow this.

WALTER ROY  
Chairman  
NUT Education Committee  
Hamilton House  
London WC1

The failure of the White Paper to face up to the need for additional resources is its fatal flaw. How can induction programmes and in-service training take place within a school unless someone takes a probationer's class while she watches an experienced teacher, or the latter's class while he sees the probationer perform?

At the same time how can established teachers be released from already overloaded timetables unless someone else takes their lessons?

Every day, talking to them, instead of prescribing from Elizabeth House, might yet yield better results.

Nothing new

Sir - The TES review of the DES report *Popular TV and Schoolchildren* (June 24) seems to be of the kind which is more fun to write than to read. What struck me about the report was not that a group of specialist teachers had failed to come up with anything new, but that a document emanating from the DES should recommend that all teachers should be involved in examining and discussing television programmes with young people.

To attack the bibliography described as "lamentably antiquated" is to aim wide of the mark. It would be more constructive for the TES to discuss how the educational system can assist children's critical understanding of television.

Media studies work in this region has shown that demand for teachers is overwhelming. The demand has been partly met with assistance from BFI Education.

TIM CORNISH  
Film and Television Officer  
South East Arts  
9-10 Crescent Road  
Tunbridge Wells  
Kent

Papers next

Sir - Following the recent report commissioned by the DES on how television-viewing may affect children, especially in the context of adult attitudes, may we now expect a similar report on the newspaper?

A newspaper may be freely purchased (it is normally about the house all day) and it is frequently delivered (or purveyed) early in the morning by impressionable young boys and girls.

STANLEY ALDERSON  
7 Highfield Avenue  
Cambridge

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## TALKBACK

## Inspectors inspected

GRAHAM STODD

The publication of the reports of Her Majesty's Inspectorate is part of the general move towards public accountability, which was started in the Great Debate of the 1970s. So far this year, nearly 50 reports have been produced and it may be appropriate to take a critical look at the series as a whole. The reports cover the whole spectrum of the educational scene from infant schools to polytechnics, from inner city to rural schools, from state schools in preprimary and independent schools. In addition, there are reports on a prison education department and a hospital, as well as specialist investigations into such topics as 16 to 19 provision, foreign language assistants and school art departments. Many of the reports are very short, being less than 20 A4 pages, although others run to 50 A4 sides. They are clearly written, usually starting with a general introduction to the institution and finishing with a concluding summary. Something of their flavour can be gained from the following extracts: "Staff... will need to work under the leadership of the head to improve and develop present practices in the school."

healthy institution characterized by good relationships and an atmosphere of commitment and concern. "Fundamental decisions relating to management and organization need to be taken."

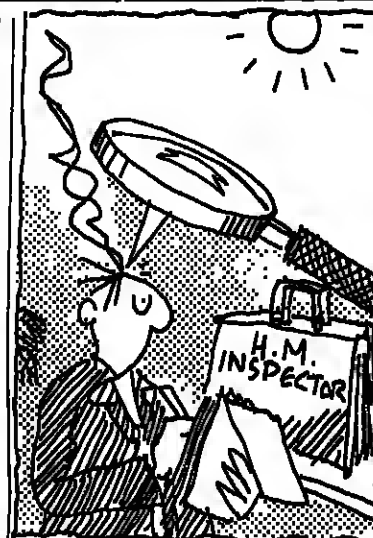
The reports as a whole give an impression of astute but sympathetic probing and, although they can be critical, it is usually constructive and supportive.

... the headmistress and staff, who have faced the difficulties bravely and continue to show the collective will to rise above them."

They should, therefore, enable teachers, governing bodies, administrators and parents to join together in the continuing development of the institutions which have been inspected.

The series will prove to be a valuable addition to many libraries and many students following initial courses of teacher training, could well read them with profit; students following in-service courses would find them invaluable in broadening their professional perspective; and researchers will undoubtedly find the statistical appendices extremely useful.

At present, there is a lack of uniformity in the presentation of the reports and, while this does not affect the quality of individual reports, it does detract from the value of the series as a whole. All of the reports make use of sub-headings concerned with such things as organization, curriculum and staffing standards, and it would help if these headings could be



standardized across the majority of reports. Similarly, there is unevenness in the amount of statistical analysis in the appendices to the reports and there is a strong case for standardizing and extending this.

Appendices covering pupil data, curriculum analysis, staffing analysis, examination results, destination of leavers, analysis of school day and a plan of buildings would all be valuable.

Graham Stodd is a senior lecturer in education at the West Sussex Institute of Higher Education (Bishop Otter College).

## Birch of a nation

TOM SCOTT

Lawrence Norcross's predictable denunciation of *Birch of a Nation* (TES, June 24) tells us more about the reviewer than the film. A film that asks fundamental questions about our education system is evidently viewed with disfavour by someone who not only succeeded Rhodes Boyson, the erstwhile minister for schools, as head of Highbury Grove, but also has similar views on educational matters.

Although there are a number of "messages" in this film, Norcross's mistake is to assume that the ideas and attitudes to which he objects are necessarily those to which David Leland subscribes. Thus Norcross asks: "Is Leland seriously suggesting that it is schools which are responsible for unemployment?" Answering his rhetorical question, he accuses Leland of blaming "schools for a situation over which they have absolutely no control."

Of course Leland is not blaming schools for unemployment. But youngsters on the dole need a scapegoat, and for many the school they attended will do very well. Thus the unemployed girl gives her exam certificate to her former headmaster and tells him "to push them up your arse". It is silly to assume that we are being asked to conclude from this scene that Leland agrees with every word the girl utters, and that the film's "message" is that schools are responsible for unemployment. Indeed, during this scene there is a sympathetic portrayal of the headmaster who conducts himself with dignity in the face of an onslaught that many will regard as unfair, though understandable.

On the subject of corporal punishment, the only point Norcross seems to have grasped from the film is that "to punish talking in class with the same severity as extortion is morally repugnant." Presumably the teachers who beat children for talking

in class and other peccadillos such as "being late", "dropping a pencil" and "being a nuisance".

The cane was, of course, regularly wielded at Highbury Grove until the Inner London Education Authority banned its use. Perhaps, therefore, it is unsurprising that Norcross has failed to grasp the two most important points that the film makes:

1 Violence breeds violence: the film concentrates largely on the deputy head who beats "gently" rather than his colleague who takes a run-up. It is, therefore, ludicrous for Norcross to claim that the case against child-beating is presented "polemically and superficially". In fact, the one brutal beating may have left some viewers with mixed feelings, precisely because the victim is a boy caught bullying. But observant viewers will have noted that the boy takes his revenge by dropping jars of acid on the deputy head. The boy then escapes, undetected. His beating has clearly taught him a lesson, but not the one intended. He has learnt that if you use violence, don't get caught, and make sure your violence is superior to your opponent's.

2 Child-beating has sexual dangers: few advocates of beating are prepared to face up to the fact that the existence of corporal punishment in schools can lead to the development of sadomasochistic tendencies. In *Birch of a Nation*, Tom Twentynman shows the headmaster a magazine called *Swift*. He tells him: "This is a spanking magazine. It caters for people who derive sexual excitement from caning and spanking... we're a spanking school, why not show them (the pupils)? Avail them of the fringe benefits."

The existence of corporal punishment has already resulted in a number of demonstrations and near-riots in recent years. Perhaps the most important message of Leland's film is that violence on a scale never before seen in Britain's schools could erupt unless schools change their ways - and that includes banning child-beating.

Tom Scott is education secretary of the Society of Teachers Opposed to Physical Punishment.

## Not enough cooks?

TONY GOOD

In recent years the number of teacher training departments offering home economics as a main subject area has declined. At the same time the nature of what is offered in home economics courses has changed. The traditional packages which included other things, prepared students to teach what many heads persist in calling cookery and needlework has been replaced by separate home economics and needlework courses designed to prepare students to teach only one of the traditional subjects.

In addition the content of these subject areas has undergone change. Now, academically rigorous courses in home economics place greater emphasis upon scientific and sociological aspects and correspondingly less on developing skills required in the successful teaching of practical cookery. Home economics has also embraced areas such as health education and child care in preference to traditional needlework - now transformed and incorporated in subject fields such as art and design or dress and textiles.

In a period when many secondary schools are experiencing the effects of falling rolls, heads, in an effort to protect curriculum breadth, often look to appoint staff who are competent to teach more than one school subject. My analysis of posts advertised in *The TES* in 1981 and 1982 clearly demonstrates that a majority of heads were looking for competence in more than home economics or needlework. In 1981, 61 per cent and in 1982 57 per cent of home economics posts advertised required teachers to offer a second teaching subject which, in the majority of cases, 61 per cent (63 per cent in 1982) was needlework/needlecraft or dress and design/dress and textiles.

Similarly, newly qualified teachers who could offer only needlework/needlecraft or dress and design/dress and textiles appeared poorly prepared to compete in a job market where 69 per cent in 1981 and 66 per cent in 1982 of advertisements in this curriculum area required a second subject. Three quarters of these specified home economics, cookery or domestic science as a second teaching subject.

In view of this, I suggest that those who are responsible for initial teacher training should seriously consider devising separate home economics and needlework/dress and textiles courses which will also prepare students to teach the elements which traditionally complement the main subject.

If we accept the recent HMI discussion paper, *Teaching in Schools: The Content of Initial Training* (HMSO, 1983), then initial training programmes should concentrate in equipping beginning teachers with a strong knowledge base in the subjects they will teach and sufficient professional skill and confidence to perform confidently as teachers. In addition, I suggest that teacher training departments should head what many heads in schools state they require of beginning teachers rather than assume that teachers and advisers necessarily know what schools need.

This is not to deny the importance of introducing fresh ideas into the teaching of home economics and needlework/dress and textiles. But the beginning teacher is not the ideal medium - and the development of these subjects is more properly the role of experienced, practising teachers in conjunction with college lecturers and I.e.a. advisers.

In my view, to send beginning teachers into schools as agents of change, inadequately equipped to meet satisfactorily the immediate existing demands of their first posts, does a disservice to new teachers and schools alike. Incidentally, does nothing to dispel images of arrogant teacher trainers from the minds of practising teachers.

Tony Good is senior lecturer in education at Bradford and Ilkley College.

## Apprentice masters

BERNARD BLAIN

I was interested to read the article, "Dile Schools", by John Horne (TES, June 17). It might not be universally known that during the immediate post Second World War years a scheme was set up to provide apprenticeships

for young people who had been educated in the public sector. The scheme was based on the principle that a young person should be given a period of training in a craft or trade, followed by a period of employment in a similar field.

The number of apprentices employed in this way was kept to a level sufficient to form a practical workforce, and youths were employed on the local authority sites until transfer to a permanent employer was arranged.

experience of this scheme.

The reason given for the discontinuation of the scheme was that the cost of the completed houses was too high compared with the cost of similar houses built by craftsmen. But the extra cost appears to have been money well spent when the quality of training and the increase in trained craftsmen are considered. Youths participating in this scheme were employed for the full apprenticeship period, which at that time was five years. What will happen to those youngsters who come

Since the cessation of the Apprenticeship Scheme in the mid 1950s, some people have suggested that apprentices should be indentured to the industry rather than to a firm. Could there be a more opportune period than the present?

Bernard Blain is Head of the Department of Construction at Llanelli Technical College.

## A search for new ideas in education.

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## FEATURES

## Your life in your hands

Susan Thomas takes a course in assertiveness to find out how to influence people and put friends in their place

It was small as workshops go, Anna said; eight of us in the high green room. Educated, articulate, professional, and mostly at turning points in our lives - we were looking for help with our lovers, our mothers, our bosses, with decisions about careers or babies, security or creativity. But you couldn't tell that by looking.

The Pellin assertiveness training workshops, as advertised in *Spare Rib* (separate sessions for men) cost £35 for a non-residential, bring-your-own-food weekend. They are demanding and exhausting but if you get your timing right, they can be revealing, constructive, encouraging.

We worked from 7 to 10 on Friday, 10 to 10 on Saturday and 7 to 4 on Sunday.

"We'll start with a round - introducing ourselves in any way we think fit," said Anna, our mentor, "talk a bit about ourselves, what brought us here this weekend, how we feel about it." So we did. Some producing neat frameworks of job and family, the others talking in abstractions seemed more aware, accomplished.

"Think about what was said and what was left unsaid," Anna prompted. Then she laid the "ground rules" for the weekend - no drink or drugs - no touching in anger - the right to say "No" - complete confidentiality.

Next we listed our aspirations, both the possible - apply for that job, tell my mother I can make my own decisions and my boss his attitude is irrational - and the wildly improbable - write a best seller! Then we talked about the times when we need to be more assertive.

We did this with a partner whose role was to listen, silently, encouragingly and absolutely, while we explored the problem. Anna stressed that we should not interrupt, even to agree.

I paired with Jo. This attractive, she had catapulted herself out of degree finals and into the workshop. She was tense, her face ashen and her eyes smudged grey with exhaustion. She overran her time and I let her. When it was my turn she interrupted. I told myself it didn't matter but when we came to recall the event I could only remember her part of it. Moral: kindly dooms to lose out.

We finished that evening with a round of "fears". In turn we confronted three members of the group and named a quality we saw in each which could intimidate us if we allowed it to. Jo's intellect. Beth's perception. Pat's experience of pain. Dierdre's social poise. Anna's professional expertise. My self assurance. As I drove home I felt concerned that my superficial self-confidence could intimidate.

On the Saturday we looked at our role models and the lessons in assertiveness that we had learned from our parents. I worked with Beth, a community worker with soft Celtic features and troubled eyes. We took it in turns to assume the role of the listening parent. "Now you can talk to them," said Anna. "They've got to listen, they can't answer back." I found it very painful, talking to two dead people, finally saying the things I had never blurted at when they were alive. After 15 minutes I was wilted and ready to stop. But I knew why I find raised male voices and family rows so hard to deal with.

At intervals we stopped, poured mugs of coffee down our throats and small-talked as if our lives depended on it.

That morning we did our first pieces of individual work. It was my first experience of what Pat called "all this hopping about between chairs". And it was extraordinary. Ros started, with a dream. Now Ros appears bouncy and self-assured. But she had dreamed that she had an appointment with so important client, and arrived at work in her pyjamas to find the place full of people, piled high with boxes and the woman she worked with "swanning around" in her dressy gown enjoying herself. No matter how she tried she couldn't get things organized.

"Given the boxes a voice," said Anna and closing her eyes, Ros effortlessly spoke for the disparate elements of the dream. "We're the boxes. There are lots of us, just lying around. We're of no importance. Nobody notices us except Ros."

"I'm Ros, I'm upset. All these people shouldn't be here. They seem to be enjoying themselves but they're in the way. I want to



tidy up the boxes and then get dressed but I don't mean anything."

"We're the people. We're perfectly happy. We can't see what she's worrying about. She never even asked us what we're doing or if we'd help."

"Now," said Anna "there's the tense, anxious part of you, sitting in the empty chair opposite. Talk to her." And she did. The happy, confident Ros talked to Ros the worrier and then they changed places. In quite a different tone of voice the hidden Ros put her point of view. After a while Ros the worrier was tearfully recognizing that it was possible to do her job well and still have fun.

"Do a round and tell each of us how you could help us and still be relaxed about it," Anna directed.

Each session ended like that, with a positive action involving the whole group. Sometimes the round itself was the most difficult part. As we progressed round the circle we ran out of any options and had to dredge more deeply to suggest solutions.

That afternoon we chose a recent incident which we had handled badly and worked on it with role play. Thin critics of "assertiveness" courses for bossy women would have been surprised.

In my group one woman tried to tell her lover how she felt about his lateness on "the single most important day in my life" without embarking on yet another row. A second looked for ways to tell a good friend that though she dearly wanted to hear her news, she felt too tired to start doing so at midnight. I rehearsed better ways of dealing with a renegeing employer when I had all the cards on my side and was still losing all the tricks.

First we played it how it was. Then we discussed what could have been done better. (Get in early - don't let the situation develop - say positive things - express your own feelings.) Then we played it how it could have been. And finally did it again to reinforce it. I learnt to take my time. To be positive, not defensive. Not to qualify my statements when we both knew what I was talking about. "How does that feel," asked Anna.

"Much better. It's a shame I can't rehearse all the difficult ones first."

"But you can," she said. "Rehearse it in front of a mirror. Jot down the points before you start. Take your time." I will.

Before the workshop finished everybody did some individual work. Sometimes the people who confronted each other in the two chairs were extraordinarily vivid.

One woman asked her mother for help - "Can I come and stay in bed for a few days," she asked and "Tell me what to do about my lover." But when she sat in her mother's chair she could not see her mother's face. She had been said. "She wants to be treated like a small child - she wants me to make her decisions for her," was the best she could manage. That one was unresolved.

The astonishingly beautiful Dierdre, who hid her feelings behind a glittering social poise and breathless rationalizing, quit literally let her hair down and talked about her feelings of hurt when her family failed to support her through a teenage crisis. Vanessa, a cool, Jagger pre-Raphaelite, came back all *al fresco* on the Sunday having "woken up, for the first time in months, not feeling tired. And so affectionate that I dropped in to see my parents on the way home. They were very surprised."

Her round was of ways in which she could allow her passionate nature to express itself in her work, in good causes, and in her social life. We did some theoretical work too. We looked at the emotional pendulum which plays such havoc on our lives with its self-destructive lows, dangerous and risk-taking highs. Use the balanced, constructive middle sector, said Anna.

But I found the theory of motivation more interesting. Love and high J know all too well - vanity, rejection and hostility were new to me. Early rejection, said Anna, leads us to find solace in other people's gratitude: Thus we become carers. Vanity is learned when only achievements bring recognition and we become performers. Hostility stems from deprivation - of love, security, material things, respect. And we compensate by demanding

love, power, possessions. We need to realize that all three are present in each of us, said Anna, and that unless we recognize their separate needs, we cannot be at one with ourselves. It is no more "good" to be a carer than a performer.

Had we come to the nub of the problem? Five of the eight were "enraged" and four were having problems coping with their need to be creative and satisfy the demands of vanity, while knowing that a socially useful job was "better".

So what did we all learn? Perhaps to relax, when ourselves more and take our time about things. I stopped feeling bad about giving up a "good, caring job" for an ego-boosting creative one. Several of the others went away looking purposeful and talking about doing an advanced assertiveness course in a few months time "just to reinforce it".

Only Jo, poor tired Jo, had found it a waste of time, demanding too much self-discipline when "all I should have been doing this weekend was lie in the garden with a book". She found Anna "too like my own mother - putting me down all the time", and though she contributed constructively to the rounds, couldn't bring herself to work on her own account. Perched on her wicker chair like a rebellious fledgling, she announced on the Sunday that "all too late I realize that I've chosen the wrong time in my life to do a serious workshop".

The very next day I tackled the garage about their relaxed attitude to my car's ailments; the day after that I cemented a valued friendship and stood up to a wily superior. When I told a friend how I explained that I couldn't cancel long-standing arrangements at a month's notice, he was very impressed. "Bloody hell!" he said. "X must have been shaken rigid. Nobody's ever done that to him before!"

I wouldn't suggest that the workshop was the answer to life, the universe and everything but it was certainly a start.

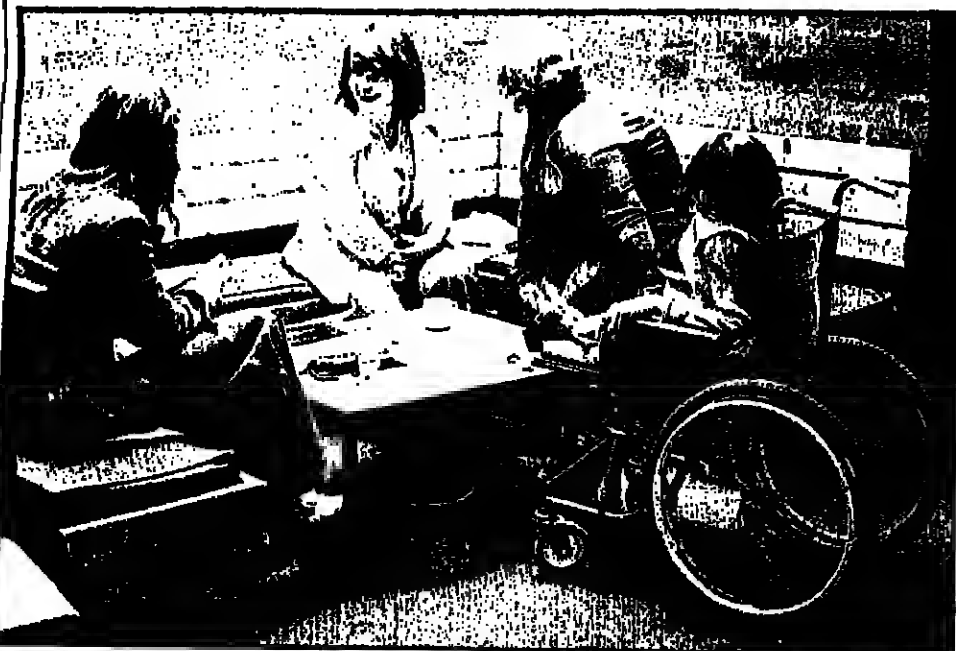
More information about the Pellin Centre from Anna Farrow, The Pellin Centre, 43 Killyon Road, London SW8.



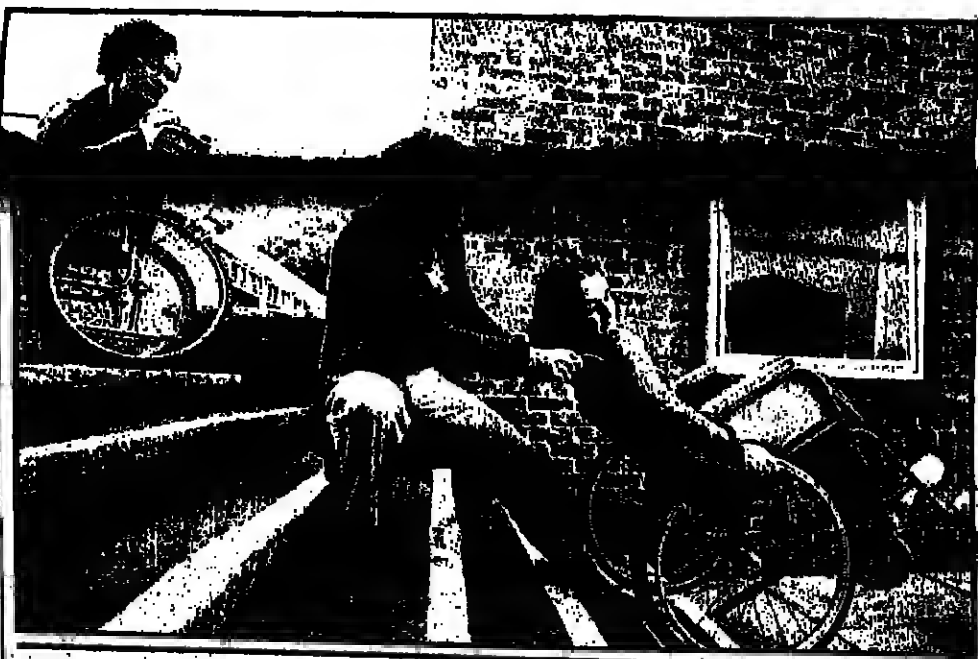
## FEATURES

# Admissions of failure

Judith Schwartz says the disabled are not granted the same right to fail as other students in British colleges



Overcoming the physical and social barriers to advanced study



Even though recent surveys have shown that children with epilepsy in normal schools behave better than their classmates (and, incidentally, have to cope with more bullying), many teachers are still apprehensive about having them in their lessons.

But most teachers will at some stage of their career have a child in their class who has epilepsy, a condition which affects about one child in 250. It is also probably one of the most misunderstood of the childhood disorders.

Social prejudice is widespread. Visions of grand mal seizures have been known, for example, to cause headteachers to throw up their hands in horror and cry, "Not in this school!"

As Dr Euan Ross, consultant paediatrician at the Central Middlesex Hospital, commented recently: "Sometimes feel that schools are more concerned about their insurance policies than the child's education."

Their fears are, however, ill-founded since the vast majority of children with epilepsy will never have a fit on school premises and are perfectly capable of leading normal lives. Children with particularly intractable epilepsy are usually diagnosed early in life and attend one of the six residential schools in England and Wales.

The word "epileptic", apart from being offensive, should never be indelibly stamped on a child. Diagnosis of mild cases of the disorder is notoriously difficult and many children and their anxious parents unfortunately spend their lives having to cope with an inaccurate label. Also,

the vast majority of children who attend normal schools grow out of their problem. One recent survey showed that seizures had stopped in most children by puberty, though one in five was still having fits at the age of 15.

Although, therefore, very few teachers are ever likely to witness a major seizure in one of their pupils, it might be reassuring to know what to do in those circumstances.

The first rule is not to panic. Although the normal response might be to summon an ambulance, this is rarely required and a simple first-aid procedure should suffice.

The seizure will often start with a "tonic" phase, in which all the muscles of the body are tensed. This is then followed by a "clonic" phase, which is accompanied by rapid jerking movements of the limbs.

During the seizure the child should be laid on his side to prevent choking. Furniture and other objects should be moved away to prevent injury. A sharp tap on the back will help to clear the tongue from the airway, but no attempt should be made to force anything into the child's mouth.

Some children were probably not reaching their full academic potential because of excessive dosages of anti-convulsant drugs, which act as sedatives. Some doctors over-prescribe as a matter of policy, an over-medicated child will have less chance of having a seizure but they may suffer educationally in the process. A teacher who suspects a child's performance is impaired by drugs should consult the school doctor and

encourage parents to talk about it to their own doctor.

Dr Ross says: "Teachers should at least have more knowledge than the average layman. It's not a question of them being amateur doctors, but many teachers get more concerned than they need to because they have a stereotyped concept of epilepsy."

Two-thirds of children with epilepsy could cope in a normal school and have a near normal educational performance, Dr Ross found when he looked at 16-year-olds in the National Child Development Study. Thirteen of the 34 children with epilepsy achieved reading comprehension scores that were above average. All but one of them had had no seizures after the age of 13.

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encourage parents to talk about it to their own doctor.

Dr Ross's work also shows that children with epilepsy are more likely to have prolonged absences from school than other pupils. However, poor attendance was rarely associated with seizures and more often was due to parental misjudgment, or children sheltering behind their disability.

Dr Ross says overprotection of children with epilepsy is unnecessary and counter-productive. "They should not be protected from academic stress and should be encouraged to take part in all school activities."

Children with epilepsy can take part in almost all sports activities; some studies have shown children are unlikely to have fits when they are physically active. Even swimming is possible if the child is accompanied in the water by a responsible person. Rope-climbing in the gym is perhaps the one activity in which a fit could be dangerous.

Some are sensitive to flickering lights. Computer VDU screens and television sets, particu-

larly if showing poor quality video productions, may set off a fit. Similarly, if disco lights are operated at around the critical frequency of 18 cycles per second they may induce a seizure.

With television the solution to this problem is to reduce the contrast by putting a table lamp on top of the "box" and keep the child at least 10 ft away. Computer screens are often integrated with the keyboard and wearing a patch over one eye will avoid problems for children with photo-sensitive epilepsy.

Careers advice for children with a history of epilepsy need not be unnecessarily restrictive, although it would be wise to exclude jobs which involve a close association with heavy machinery or working at heights. It is illegal for anyone to drive a heavy goods vehicle who has had an epileptic fit after the age of five.

A driving licence for a private vehicle can be held by anyone who has not had an epileptic attack whilst awake during the previous two years, with the proviso that those who during this period have experienced attacks whilst asleep must not have had attacks whilst awake for at least three years.

In general, it would be wise to steer a child away from jobs which involve constant driving. If only because potential employers may feel uneasy about taking them on.

The British Epilepsy Association's advice for teachers can be obtained from the association at Cowthorne House, New Wokingham Road, Wokingham, Berkshire RG1 3AY (tel 03446 3122).

convened to give their stamp of approval to all my plans. It is healthy to want to test one's limits and a crucial part of developing a sense of oneself.

Certainly there will be students applying for courses they do not have the stamina to complete, but they must find this out for themselves. When a committee says "you can't" it is a meaningless defeat. When a student tries and fails, if this is what does happen, useful lessons are learned. Again, I refer to our experience in California over the past ten years. By law, a student who is disabled may participate in any educational programme as long as it does not constitute an unreasonable safety risk to the student or the others. I have watched dozens of students enter programmes against my advice. Some of these students rose to the challenge with talents and perseverance no one could have predicted. Of those students who were not successful, I know of none who were any the worse for having experienced failure.

What about the teachers? Is it fair to expect them to work with students who may not be successful? Every year I survey the six hundred instructors on campus and ask that exact question. Their responses are overwhelmingly positive. They say that these students rarely require extra time, that they are highly motivated, and that they appear to profit from the course work. And, they do not drop out of programmes at any higher rate than their able bodied peers.

Making it into college or university is difficult enough without having to battle attitudinal and architectural barriers. You can change behaviour through legislation, as we have done in the United States, or you can change attitudes through education, as seems to be the preferred practice in Britain.

When anti-discrimination legislation became effective in the United States ten years ago, instructors and administrators were extremely sceptical. Administrators dreaded the added expense, and instructors resented being burdened by a new and puzzling population of students. But, because there were no alternatives, no way out, energy soon turned from negative "it can't be done" thinking to positive "what do we do first" thinking. Slowly, with support from special educators the process began, not without problems, but eventually with great success. Once behaviours were forced to change through legislation, attitudes changed as a result of the new experiences.

For years we have tried to do it the other way around - attitudes first, behaviours second. We met with instructors, showed them films about disability, offered training and awareness classes. As long as these instructors knew they did not have to accept the disabled into the classroom, they never really listened. In time, they might have changed their attitudes and their behaviours without the strict anti-discrimination legislation which is currently in force. Is it fair to the thousands of students with disabilities in this country who would like to attend college or university to have to wait until attitudes slowly change in their favour?

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## FEATURES

# Educating Willy

Willy Russell, formerly a teacher in Liverpool's Toxteth area and author of *Educating Rita*, tells Nick Baker he was terrified at school

Willy Russell talks about education passionately, recalling his experiences as teacher and pupil with relish. We met in a tiny, messy dressing room in the Lyric Theatre where Russell's hit play, *Blood Brothers*, is currently running. Much of his work is about education - his television play, *Our Day Out*, is a comical account of a school outing to a safari park; *Educating Rita* is about a hairdresser who wants to change her life through education; *Blood Brothers* compares the different backgrounds of twins separated at birth, one remaining working class, the other adopted into a middle-class background.

Russell also writes plays for children and participates vigorously in the Liverpool young people's theatre.

"The only thing I remember about primary school was that I liked reading and writing stories. I remember when I was eight reading about a story I had written called *The Dope Fiends* but the other kids thought it was about *dopey fiends* - they were wetting themselves."

The 11-plus held no terror for him. "Actually I never considered I failed, my parents just never put that expectancy on me." But, at secondary school he was "terrified half the time."

"I didn't even like English there. They used to cane us right there in the classroom. I was caned really badly once, but I wasn't told why. Later it turned out that I had burst this kid's boil in a fight and his mother had kicked up hell but I wasn't told why I was being caned at the time. Anyway the next day my mother, my grandmother and my auntie went down and sorted the head out. The result was that I moved schools."

In his next school, Russell distinguished himself by pouring stink bomb scent over "this posh kid" which resulted in demotion to the 'D' stream. "When I brought my report home I was top in everything, including religious education and maths. My dad thought this was wonderful, but I couldn't explain to him that it was the 'D' stream and I was the only kid in it who wasn't brain damaged."

I stayed in the 'D' stream for the rest of my school life. I learned to play the guitar, which strengthened my resolve to stay in the 'D' stream so I could have time to practice. I loved English - always got on well with the English teacher. My favourite lesson was where we all had to pick a book from the shelves and just read. I remember reading Neville Shute, a whole stack of Ryder Haggard and Dennis Wheatley, but I never read any 'literature'. I knew there was some class somewhere reading 'English Literature', but I didn't know what it was. In the end I passed one O level - English Language.

"I loathed the idea of having to set myself on any course for the future when I left. My mother suggested I become a lady's hairdresser. At first I thought this was an appalling idea, until I discovered it meant going to college for 18 months, which is what I did. I loved college. It was all parties and messing about with each other's hair. Then I started working at it and hated it, basically because I wasn't any good."

Eventually, when his mother's drapery shop was robbed, the family decided to set him up in business in her premises. But by that time he had more of an interest in singing than hairdressing and spent more of his time practising and writing songs. On the fringes of the Liverpool music scene he started meeting people with broader interests. Some of them, including his wife-to-be, were teacher trainees.

"They were people who talked about things that mattered, creative people. My wife's parents encouraged me to go to night school and eventually I decided to pack up hairdressing altogether. I worked on the lump, then went to college and did five O levels and an A level in a year."

At that time did he want to become a teacher? "I think I told myself I did, but with hindsight I think I believed that if I wanted to write I needed to be in the right atmosphere. Before I'd started my O and A levels I'd tried to get on a course at Soesex where you didn't need any qualifications. I got through all the



stages then I blew the interview. A friend who was already there advised me to be totally honest and said that if I didn't understand a question I should just ask the guy what he was on about. The first question was about *Portrait of a Lady* which I'd had to do an essay on. It was "Do you think Isobel Archer was guilty of Protestant masochism?" I said "No", and walked out."

At St Katherine's teacher training college in Liverpool he took drama as a main subject, started going to the theatre (and hated almost everything he saw), started to write and put on plays and failed to write a Great Novel. He started his teaching career at a newly merged secondary school, Shorefields, in the now ill-famed Toxteth area.

"I didn't run into any problems in my first four days, but on the fifth I had this class called 4WD for English/drama for one period. I didn't think it was odd that I only had them for half an hour a week until I noticed that everyone else had them for half an hour a week as well. They were all boys, too. The rest of the school was coed after the merger."

"As I opened the door I saw all the light bulbs in mid air, on the way down. They'd just taken them out and thrown them in the air when they saw the door handle move."

After six weeks of classroom phobia, Russell hit on the idea of simply telling 4WD a story. He retells the beginning of it, in soup-thick scouse: "Last May it was, and it was on the corner, and there were two kids, one called Mickey and one called Billy, kicking a ball against a wall..." The saga of Mickey and Billy lasted months, 4WD reverting to thumb-sucking, transfixed infants.

He agreed that 4WD helped him to stumble towards a theory that was to shape him as a playwright as well as a teacher. Russell waxes eloquent about working class culture being an oral one and middle class a written one. I was interested to know whether he had "lifted" any incidents from his teaching career and put them straight into his work.

"I worked with a wonderful, motherly remedial teacher called Gloria King, and she'd arranged a trip to Conway for the remedial kids. One of the deputies, an old-fashioned

authoritarian type, a nice man, came on the trip. At first he was really rigid, but gradually these kids just charmed the pants off him and he had a wonderful day out - he just blossomed as a human being. The kids were all over him, saying 'buy me this and buy me that'. But as we all got off the coaches back in Liverpool he shouted right across the playground to a kid who'd been on the trip because she wasn't in school uniform. He undid all the good he'd done that day. And that was the beginning of *Our Day Out*, the television play."

In 1974 Willy Russell left Shorefields and teaching. He had some regrets about leaving his pupils but none about abandoning formal education. His play about The Beatles, *John, Paul, George, Ringo and Bert*, had become a success and the world of the theatre beckoned. However, he still lectures and gives readings and classes for schools, colleges and even Bristol.

Finally, I asked Russell how he would feel about having his work adopted for use as examination texts. He seemed flattered by the prospect and at the same time worried about the opportunities for abuse of his plays that this might offer. His view of the exam system is understandably jaundiced.

At the end of *Educating Rita*, Rita no longer cares about the examination result she has sacrificed so much for. What she does care about is the rather sad teacher who has helped her achieve it. Like Rita, Russell himself has just been awarded an Open University degree (an honorary MA for his work as a playwright). Like Rita, is "dead chuffed" about it. And so he should be.

This is the last in the present series of *Once a teacher*. A further collection of interviews with well-known and interesting former teachers is planned for the autumn.



## REVIEW

# The appropriate slant

Farrukh Dhondy on fiction for young British Asians

Very rarely does it happen that an audience for a literature exists before the literature does. People want to read the unwritten. Or if they don't want to read it themselves, they prescriptively feel that others should and they begin to bend backwards, or forwards or whichever way one bends in this socio-literary yoga to produce the works that should be written, the work that should be read.

It was Octavio Paz who, talking about Hispano-American literature said "The mission of criticism is not to invent works but to establish relations between them... In this sense criticism has a creative function: it creates a literature (a perspective, an order) out of individual works. This is precisely what our criticism has failed to do. And that is why there is no Hispano-American literature, even though there exists a whole body of important works".

Though Paz knows it not, his words are sharp, tiny critical ticks in the diminutive coffin of a still-born body of work: writing of, for, by and about Asians in Britain. It is no business of criticism to create works, but in this peculiar case it has. Criticism can only mould important individual works into a whole, however small, if such important works exist. In the case of Asian writing in Britain we have as yet no body, only here an arm, there a leg, several transplanted hearts in need of artificial respiration, preferably some princely kiss of life. Such a kiss, delivered by fine writers such as Salman Rushdie or competent ones such as Hanif Kureishi or adequate ones such as Dilip Hiro, might do the trick. The frog might turn into something beautiful, but the magical converters might have to live with the accusation of being "froggists" for a time.

That's not just a silly joke. It is of this genre of criticism, the perception of an inadequacy by



Listening to a story

the underlying economic *raison d'être* of schooling, as the machine which made the meritocracy

and the children's own characters surface and, by being seen, supposedly assert a benign influence on the future of Britain. That is the animus behind a series such as Hamish Hamilton's "Simple, natural stories about children of today living together in a multi-racial community". Their formula is simple: cut out the rough and represent the smooth with photographs to match: the "stories" don't matter. They have no fictional fancy. The lives of the characters, mostly young Asian children with whom the Asian primary school pupil can readily identify become "ordinary" in that they keep rabbits, like football, eat the sort of foods which Asians eat with names like "barfi" thrown in with only a touch of self-conscious explanation, and they endlessly attend religious ceremonies. Gurus, Granths and muslim prayer mats abound. Strangeness is being made accessible to the white readers, the brown ones are being made proud of the "culture" as seen by the exclusively white writers.

Better in this genre are the *Terraced House* Books from Methuen written by Peter Cheeslip and photographed by Anne Griffiths. They start with an ideology of pictorial integration. The photographs are as good as any on chocolate boxes, but realistic and unselfconscious. Asians occur without comment and don't drag out prayer mats at the drop of a prayer cap.

Some efforts carry this unselfconscious intrusion of the brown face a bit far. Take Allan Ahlberg and Joe Wright's *Mr Cosmo The Conjuror* (Puffin/Kestrel Books) in which Mrs Cosmo wears a sari and a tikka and just happens to be Mrs Cosmo. She never eats a chapatti, doesn't go to the Gurdwara, worships no graven images, balances pigeons in the family magic show and allows Mr Cosmo to decide when their caravan has to leave.

*Agito And The Crocus* is described by its publishers, the Almond Press, as "stories of entertainment and information for children in a multicultural society. They are written by Hasina Khan (something in the prose tells me she's not Indian, but let that pass) and are littered with the debris of good intentions. Take a story, alluringly entitled "The Tote-Tissue" (used diti?), which takes the characters into a multicultural loo. It's dramatic. Here's a little white girl stranded in a loo with no paper. Why? Time for information: "The loo is the silver pot we keep in the bathroom (sic). We fill it with warm water, pour it with our right hand, and wash

ourselves with our left hand." she said. So es not to be handist, the speaker adds a post-script about those who are not right-handed and how they handle this issue of tissue.

In the other "stories" in the book, one is back to religion and food. I suppose they are the most easily graspable features of "culture" and they are the sort of thing that some old windbag from the Asian older generation is quite willing to pontificate on to teachers and other well-wishers who do the "research" for this sort of book. No wonder then that half the output of the do-it-yourself publishing houses, run by multi-culch centres of education authorities in Coventry, Bedford and other places, deals agito with *Hindus Pray* or some analogous topic. If these multi-culch-walls bothered to do a bit of thinking allied to a bit of homework and present "culture" of the descendants of the Indian indentured labourers of Trinidad or Guyana they would find that this religious culture undergoes indigenous modification of the most startling sort away from a Pan-Indian atmosphere: that the East Indians may still call themselves Hindus and Muslims but their religious affiliation and observance is a far cry from that of their grandparents. Will that happen in Britain? Isn't one pandering to the backward conservatism of a parental generation by pretending that "culture" is static?

The pamphlets to which I allude are experiments in multi-culch: in so far as they are produced in many cases in English, Italian,

After breakfast the children had their conjuring lessons.



Mr Cosmo showed them how to saw their mother in half. Mrs Cosmo showed them how to take eggs out of their father's ears.

Mr Cosmo the Conjuror

Next week: Beverly Anderson on books for Black children.

Bengali and Gujarati, some in other languages, all in brief sentences on the same page with sometimes appalling line drawings as illustration. They are the sort of pamphlets that must certainly win the approval of multi-culch school inspectors, but I can't see their spontaneous attraction for the intended readers.

Fiction for older children seems so far to have got away, not from the wreath of socio-representational intent, but at least from the total negation in the primary books of fictional imagination, style or dramatic content. The best are books written by white writers. Some have attempted to integrate the Asian characters into a scheme of real and imaginative life. The favourite of the genre should still be Michael De Larrabedit's *The Borrowers Go For Broke* in which a Bangladeshi boy, the name of the boy is Twilight (note, not even Twilight Miah or Sunset-Ullah) shares the geography and mythology of the regular borrowers. Larrabedit's creation of the myth is a perfect literary vehicle for such integration. One looks forward to more.

More seriously one gets into the emotional and political territories of Bernard Ashley, Robert Leeson and Jan Needle. They tell us where Peter Dickinson as early as 1970 was walking on water with his *The Devil's Children*. Again, a mythological distance, the device of setting the story of racial survival and surrounding hostility in a future in which the white population has gone literally mad, enables Dickinson to make a fictional study of the cohesiveness, patterns of life and character of a band of Sikhs. Rereading it today one can not see that multi-culch walls and the critical school devoted to existing books would light upon: "The old woman held up her eyes and screeched like a wild animal, and the shouting stopped." Or "All the grown-ups seemed to show a special kindness towards the children despite their strange, fierce looks." Such phrases abound, but in Dickinson's re-imagined fiction they are not trespasses against representation or multicultural ethics. They are his device for discovering this band of very positive Sikhs through the eyes of his heroine.

Looking through the eyes of the white characters is the appropriate slant of fictional vision for the discovery of the Asian community to which some writers have dedicated themselves, if not wholly, in the partial spirit of race relations that stalk the contemporary corridors of holiness. That very purpose, though admirably fulfilled in Jan Needle's work (*A Sense of Shame, Piggy in the Middle*, the earlier *My Mac Shofa*) turns the reader to learner, at best, voyeur at worst.

One looks then for the work which is not dedicated to such purpose: that which comes from the Asian community and is a meditation with fictional skill upon itself. One looks in vain. Certainly there is a book here, a story here but no body of work one may look up to as definitive. The novel entitled *Simlira's Story* by Rukhsana Smith, the recipient of a prize for the promotion of race relations, is a good example of the demands of fiction being put in opposition to the writer's demand on herself to promote a healthy ideology of race acceptable to everyone, from decent Labour to SDP and Tory wet. The book takes a young girl and her family from Uganda through traumatic settlement in Britain. Some peculiar things happen. An 11-year-old Asian girl, two weeks into Britain, recognizes a variety of ethnic types in her classroom even though their skins are white. She spots shades of Trotskyism and the British Right, distinguishes literature at a school gate and rejects both. It is apparent that Ms Smith devotes pages of prose to Asian ceremonial, weddings, gatherings, etc., because a pseudo-sociological description of "culture" is something she demands from fiction. Apparent also that her heart lies in the right place, her pen in the hand of the critic that Octavio Paz says has no business to create. The educational intentions militate against those concerns which should attend the birth of a new fiction. One such concern might be teaching, telling, discovering for British Asians truths about themselves, about the lies they tell about the half-truths told on their behalf to shelter them from the storms of a social climate they are born to change.

Next week: Beverly Anderson on books for Black children.

## ARTS

## Festive sounds

Andrew Pegg previews the National Festival of Music for Youth

Tony Banks, the GLC's Arts Chairman, should be pleased. What with bright new signposting, lunchtime foyer music, a revamped restaurant, and updated artwork, the South Bank Complex is visibly and audibly becoming the kind of "People's Palace" favoured by our present cultural mentors at County Hall. But if any event tests its capacity for coping with a large influx of the broad masses, it will be the National Festival of Music for Youth, returning there on July 14, 15 and 16. At least this year, South Bank personnel should be fully prepared for some 4000 performers (and perhaps as many supporters), whose demands do not always correspond to the more genteel requirements of a classical concert audience. If stewards can only look on exasperatedly as hordes of wandering musicians and parents take seating matters into their own hands, catering staff will undoubtedly relish the exercise - even if price reflects this year, as they did last, the more palatial aspects of the complex.

Some organizational changes could well make things rather less congested, however. Only on Friday and Saturday will there be simultaneous performances - and then only in two of the three halls. On the Thursday, stewards will undoubtedly be relieved to pack people safely into the Festival Hall and leave them there. Thursday is for Juniors and Jazz - some 23 of the former groups including, encouragingly, a number of excellent choirs. While quality is guaranteed, variety and original invention seem likely to be less of a feature. Orchestras, choirs, percussion and brass groups (including the fascinatingly named, Our Lady of the Wayside Brass Ensemble) make up the bulk of the programme.

But not so in Secondary School Music, where the 16 participant groups represent as wide a variety in this category as we have seen. Imagination seems to have taken off in the direction of electronic music and

music theatre. Two of the former (out of an encouraging number which appeared at the regional auditions) take part on July 15: from Benton Park and Horndean Schools. Two nominal music theatre groups are also performing: King James' Music Theatre and York Music Theatre, both from a remarkable Regional Audition to Leeds, where every one of the groups which appeared in the morning offered original and specially composed or arranged material. Music theatre in effect will also infuse many other contributions - Blatchington Mill's epic rock oratorio, for instance, and Ocho Rios Steel Band's stage spectacular, while on a smaller scale, the Kincorth Waits' renaissance evocations end Kingsmead Handbell and Percussion's ambulant campanology.

Secondary School Music is followed by Voices in Concert - a smaller than usual category, where again past inventiveness in choice of repertoire has tended to give way to a concentration on high quality choral work. The choirs will certainly have a chance to prove themselves, with three hours allocated to only six ensembles. Simultaneously with all this, the Festival Hall will be positively seething with tension and drama, as first 12 brass bands, then 14 wind bands attempt to blow each other off the stage. The brass and wind categories tend to attract the Festival's more partisan, not to say competitive elements, and this year should prove no exception. Wind bands in particular dominated the Regional Auditions and the South Bank selection will present groups of startlingly high quality. Much more sedately, the rarified atmosphere of the Waterloo Room should capture nicely performances of student compositions by the professional chamber ensemble, College. This will be the second year in which the W H Smith/Collage competition for young composers has been incorporated into the Festival. Selected works are later programmed

into the Collage's coming season of recitals, but the fascination of the Festival event is clearly the workshop atmosphere wherein group, adjudicators and composers rehearse and discuss the new music.

So much for Friday: the Festival's final day (Saturday July 16) is devoted to music more akin to the South Bank's normal fare - symphony orchestras in the Festival Hall and chamber music in the Purcell Room.

School orchestras will be represented by ensembles from Chelmsford, Nether Stowe, Penwiddig and Whitchurch, while the so-called "Open" Orchestras feature Bourne-mouth, Dudley, Enfield, Stourbridge (King Edward VI College), Warwickshire and Wessex.

It remains to mention the jazz element, wherein solo improvising and small group work is developing

pace. In big bands, adjudicators now look for "personality" and originality as well as light control and sophistication of sound. For smaller combos, a recent and encouraging development, the problem will be to match the groups to a suitable venue with an atmosphere more amenable than that of the Purcell Room, last year. Jazz, however, will doubtless help push the South Bank even further towards the community arts ideal. This may be its last chance - who knows but that if might soon cease to exist, along with the GLC itself.

The National Festival of Music for Youth, a charity sponsored by The Association of Music Industries, Commercial Union Assurance, The Rank Organisation and The Times Educational Supplement.

## Absent friends

RHINO, By David Leland  
TV Sunday July 3

"Leave her alone!" yells a passing black youth as Angie is bundled into the police car. "Why can't you just leave me alone?" Angie herself asks the head of the assessment centre, "I can cope". At the end of the play, naked, defenceless and separated from her family, she turns to the grim-faced women in whose charge she has been placed, and says quietly and matter-of-factly, "It's not right, you know." Well, no, what happened to Angie wasn't right. But to have left her alone would hardly have been a viable alternative.

Angie is a fifteen-year-old black girl who habitually bunks off from her comprehensive school and is marked in the register as Really Here In Name Only (RHINO). At home she lives with and looks after her father, her two older brothers and her three-year-old nephew. There isn't much time for school, let alone the wider concerns of formal education, and Angie is an efficient domestic manager. It is home rather than school which gives her a sense of competence and seems to utilise her real skills. As far as she is concerned, she has no "problems".

Her school and the social services both see things otherwise. For one reason or another they are all agreed that Angie should be receiving a "proper" education, and that in order to do so she must be separated from her family, taken into care and sent away to a special school. When she is caught shoplifting a packet of bacon, their decision is overtaken by due process of law and Angie is packed off to an

assessment centre to await further and more complex decisions.

David Leland's spot-on accurate dialogue, Jene Howell's sensitive direction and the admirably restrained performances of most of the players all add up to a fairly persuasive piece of propaganda: if you side with Angie, you're humanitarian and likely to be radical; if you side with the authorities, you're reactionary and repressive. Not so. The story, which seems superficially to sympathise with its protagonist, is in fact a romanticized of reality. Not surprisingly - given that the social analysis which informs it is damagingly simplistic.

Of course I know that large, urban comprehensive schools are not working and are probably unworkable. And of course I know that girls tend to fare worse than boys; blacks than whites. But the answer is not to push black girls into domestic limbo, their only raison d'être to attend to the wants of the male of the species. Wake up, Mr Leland, there has been a women's movement in this country for at least the past ten years.

Other plays in this series have been criticised for failing to come up with solutions to social problems. This is of course beside the point: such is not the function of drama. One might as well castigate *Ghosts* for failing to come up with a cure for syphilis. But it is the function of this (investigative) sort of drama to analyse the movement of social forces in such a way as to explore as many potential resolutions as possible - however tentatively. RHINO gave us only two choices. And both were unacceptable.

Sheila Macleod

## Woman's lot

The Clorian Van, By Alan Plater.  
TV, Tuesday July 5.

"Act what you know" could have been the motto of Ada Nield Chew, born into a poor Cheshire family in 1874, whose story was told in *The Clorian Van*, the first of three new plays from Granada on the theme of women's lives. In Ada's private life she bravely acted what she knew. She knew her mother's life (and her own girlhood) had been sacrificed to the yearly birth of too many children, so she resolved to have only one child, and that a girl. With a little help from fate, and from a well-chosen, cooperative husband, she did just that. She knew that ideas were the seedbed of change, and that print scattered them fastest, so she taught herself to read. She knew that her factory bosses were hypocritically exploiting their female labour, and eloquently protested to the local newspaper, signing herself "A Crewe factory girl". Then, in the best moment in the play, she boldly owned up to them - and got sacked for her honesty. She started writing and preaching the kind of plain woman's socialism she saw as necessary, and - determined not to be caught out by domesticity - took her baby daughter Doris with her on her travels in the north-east, in the van of the title, leaving the accommodating George behind.

Her strength lay in these consistent, individual braveries. But the play chose to take a hagiographic view, stunned perhaps into earnest deference by the ideologically knockout combination of woman, northern and nineteenth-century socialist - and someone who had shared a platform with Eleanor

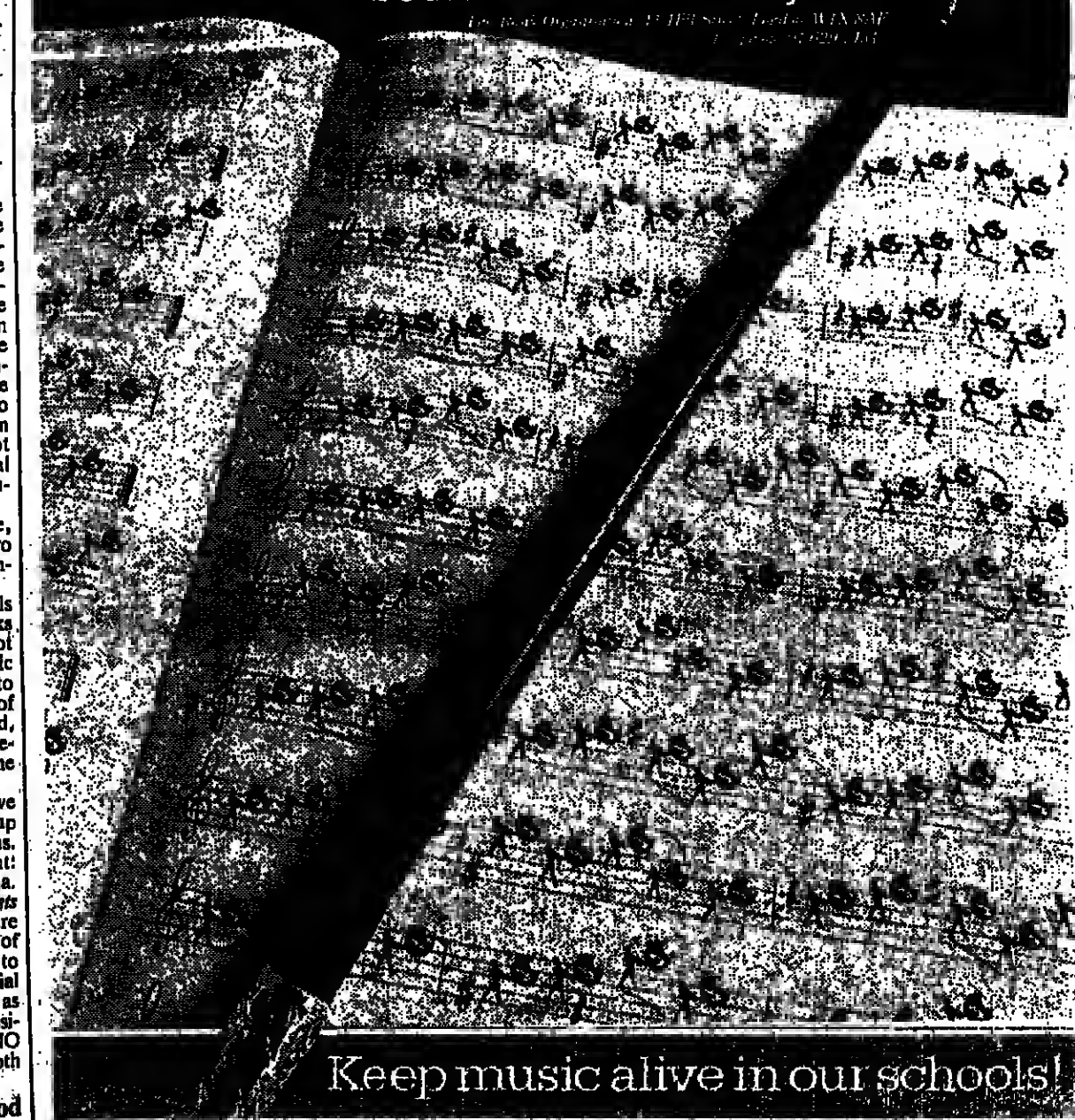
Marx. Once the narrative in Ada's life had run out of steam, as it clearly did when she began running a mail-order firm from home after the war, the production did too, since it had no view to fall back on but that of Ada as worthy heroine. Cliches began to creep in: classic series crowd scenes, Ada's chin held a mile too high, the home life unreal, glimpsed only as another occasion for tub-thumping. This over-reverential attitude lost a much meatier point: her failures, if only they could have been faced as such in the play, were as interesting as her successes. They plainly proved her point: that however brave women might be individually, they needed to organize themselves collectively before they could be effective in the public arena, and thus claim their independence (and still do). As it was, Ada's public life was presented as something perilously close to a sideshow, and her principles a touch priggish, because ineffectual.

The dramatic possibilities in the different prices paid for a measure of independence by three generations of spirited women - Ada, her mother, and scene-stealing, diffident Doris, now 83 - were left to the wind, in favour of a tasteful tribute. The photo of the real Ada at the end seemed to promise far more spice and understanding than our heroine was able to show.

Annette Kobak

Frances Widdowson's *Going Up into the Next Class: Women and Elementary Teacher Training 1840-1914*, which was well received in these columns on its first appearance, has now been republished by Hutchinson in their Exploration in Feminism series (£2.95).

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## ARTS

## Voice from the past

Heather Neill on the National Theatre's 'Fawn'

I am delighted to be the bringer of good news. *The Fawn*, a little known satirical comedy by the Jacobean playwright John Marston, which has probably not been performed for 350 years, is on view in the National Theatre's Cottesloe auditorium. Its reputation overshadowed by other plays of Marston's - *The Malcontent* and *The Dutch Courtesan* especially - and dismissed by T S Eliot as "a slight but pleasant handling of an artificial situation", it now suddenly seems a rediscovered treasure.

The plot is simple enough: Tiberio goes to Urbino to woo the Princess Dulcinea on behalf of his father, the Duke of Ferrara. The latter, meanwhile insinuates himself into the court in disguise to observe the proceedings (shades of *Measure for Measure*) and quickly learns some truths about himself. As head of state he has been used to flattery; now he uses the device (hence his nickname and the title of the play) for self-advancement. But this is to a good end: to reinstate moral order in the corrupt court of a foolish prince, Gonzago (said to be modelled on James I, "the wisest fool in Christendom").

There is biting, even cruel wit, as might be expected from a scion of the fms of Court; there is a charming love story; there are some sharply observed characters, in particular several clever women, who may be idealized, but who have real desires and ambitions and know how to outwit men; there is mock trial presided over by Cupid-devised by the Fawn, so that the natural fools may finally see themselves, and the corrupt fools be seen,

for what they are. The latter neat anti-theis is postulated by the director, Giles Block, who has rescued the play from theatrical oblivion.

Giles Block was becoming known as *Amadeus* man. He assisted Peter Hall on the original production here and in New York and has since himself directed Japanese and Danish versions. This is his first solo venture at the National. He toiled through many a work from around the time of Shakespeare now seldom read outside universities, from *Friar Bacon and Friar Bungay* to *Philaster*. *The Fawn* seemed the most interesting, "a breath of fresh air," and indeed it does seem right for the times. Among other things he enjoyed the language: "There's a musculosity to his prose, his vocabulary is a joy . . . he finds n wonderful em".

It is not easy to direct a forgotten play. "Every director looks for a fresh approach, but with something like *Twelfth Night* there is a history in your head which you can either accept or react against." At rehearsals a week before the first preview, it was clear that some bridges still had to be built. "I don't know what we are to each other at this point," cries one actor a trifle desperately of another character and there are disagreements about how cruel a comic scene can be. Actors' suggestions are welcome and difficulties thrashed out until gradually the actor's instinct and the director's vision begin to fuse. Afterwards Giles Block admits that there are parts of the play where it is difficult to find the right level of comedy. To complicate matters it was



Miranda Foster as Dulcinea

originally written for a company of boys, the Children of the Queen's Revels, which puts a different complexion on, say, the humiliation of a foolish middle-aged husband by corrupt elements in the court who are teaching him a lesson. Perhaps Giles Block's most daring production idea is to place the allowed Fool, the professional jester, in the audience. (He has, however, decided against labelling seats "Reserved for fools".) We should all, he says, feel that we are on the Ship of Fools, a vessel repeatedly referred to as being at anchor offshore ready to receive her foolish cargo.

Influenced by Montaigne, occasionally echoing Shakespeare, *The Fawn* is funny, sophisticated and as true to human nature now as when it was written.

Previews until July 13. Press night July 14.

## Palace and court

*Exit The King*. By Eugene Ionesco (trans Donald Watson). Lyric Studio, Hammersmith. Buried Inside Extras. By Thomas Babe. Royal Court Theatre.

*The Perfectianist*. By David Williamson. Hampstead Theatre.

*Theatre Of The Film Noir*. By George F. Walker. Tricycle Theatre.

*The Winslow Boy*. By Terence Rattigan. Lyric Theatre, Hammersmith.

*Kings And Queens*. By Eleanor and Herbert Farjeon. NT Platform Performance. Olivier Theatre.

The second London International Festival of Theatre (LIFF) begins in August. But, with productions from the USA, Canada and Australia following on each other's heels, one might be excused for thinking the opening date had been brought forward. Even *Exit The King* is an import from France out of Rumania. Or rather a re-import: I recall seeing its English premiere at The Royal Court in 1963. Its failure there is repeated now.

In his crumbling palace at the centre of an empire bankrupt to the confines of its walls, King Berenger is in his death throes. Before the play is over he will be dead aged 40 years. His baleful Queen Marguerite urges his demise; his mistress, Queen Marie, looks on weeping, powerless to help. The court servants - doctor, maid, guard - can only mark his raging decline. For over two hours (non-stop) Ionesco's muddled memento mori drags its way along unhelped by Christopher Fettes' so-called declamatory production. Excepting Ben Aris's faithful guard, the acting is of the hoard-and-shoulders variety: intellectual vocalizing. The play's windy speeches and its pointedly absurdist humour seem old-fashioned now.

Questionable, too, is the transfer from Broadway of Joseph Papp's production *Buried Inside Extra*. The death of a newspaper, the possible death of its staff, is the core of a play that seems to have been assembled from scenes rejected for a B movie. All the old clichés are resurrected in word and action. Roek bottom is reached in the script when Bob (an ex-communist radical bomb-builder) says to Liz (acknowledged of the place; the cast of four economically create a miracle, on elegiac mood totally suited to the play. All four performances are rounded and outstandingly detailed, and together make for a memorable 40 minutes in the candle-lit gloom.

Hugh David

David Williamson's reputation will not be enhanced by the schem-

atic argumentation of *The Perfectianist*. Set in Denmark and Australia, the debate is for and against open marriage: the respective rights, responsibilities and freedoms of husband and wife. The one sympathetic character, and the only one who doesn't talk as if regurgitating standard sociological texts, is a Danish perpetual student named Larsen. Michael Maloney plays him to perfection but cannot make bricks without straw - without a play where are you?

Nowhere in *The Factory Theatre* Lab production of *Theatre Of The Film Noir*, introduced as "a prime example of the best in contemporary Canadian theatre". Paris: Autumn, 1944. The Inspector investigates Jean's death, questioning his sister Liliane (were they incestuous lovers?) and his cowardly homosexual lover Bernard. Bernard threatens to reveal Liliane's secret German lover who accidentally kills himself as Bernard fates him. The Inspector shoots Bernard dead after a mad (stoned?) US soldier fails to deal with him. What it all means and why it was considered worthy a British tour is anybody's guess.

A relief then, at the end of a hard week, to turn to the small excellence of *Kings And Queens* at the National, and the sterling qualities of *The Winslow Boy* revived. Annette Crosbie and Cyril Luckham join pianist-singer Stefan Bednarczyk in a light-hearted performance of poems about English monarchs from The Conqueror to E II R. Written by brother and sister Farjeon. Charming witty words, audacious rhyme schemes, delightful pastiche music, accomplished performers: who could wish for more? Starting at 5.45, running about an hour, it is repeated on July 18 and 19. Platform Performances are excellent value at £1.50 a ticket. The programme is always interesting and varied: something worth seeing.

Which goes for the revival of *The Winslow Boy* expertly directed by Michael Rudman. Ronnie Winslow is unjustly expelled from Osborne Naval Cadet School for the theft of a postcard. His father's flight to restore his blameless reputation leads to a national outcry in which the government is forced to cede a proper trial. The trial vindicates Ronnie, establishes that in England even lowly citizens are protected against governmental might. His brother's lost place at Oxford, his sister's broken engagement, his father's health are together a small price to pay for freedom. Written in the style of the "well made play" touching by turns, each curtain climax is cleverly engineered and the characterization is sure-footed. The actors take their opportunities and shine: especially Alan MacNaughtan as Winslow père, Ben Aris (Diamond Curry), Michael J Jackson (John Wetherstone). The governmental references are timely and relevant.

## Parents' tale

*The Evacuees*. Beatrix Potter Primary School, Wimbledon.

Why, when children act the part of teachers, do they always shout? There's surely a PhD for anyone who can explain why even 10-year-old Rachel Croft played the teacher in the Beatrix Potter Primary School's production of *The Evacuees* as a shrieking harrier, forever prodding and poking her charges into line. Were teachers really like that in 1940?

If they were they have changed far more in the past few decades than their pupils. On the strength of this extraordinary production, children were at least as boisterous and as lively then as they are now. That was what came over best in the show - the credible, creditable performances of London junior school children playing London junior school children uprooted from the

Hugh David

## BOOKS

## The virtues of systematization

John Weightman on how not to react to linguistic change

*The Language of the Teenage Revolution*. By Kenneth Hudson. Macmillan £15.00. 333 29400 9

This book bears a sub-title, "The Dictionary Defeated", and the most passionate part of the text is a diatribe against dictionary-makers to general as being too hide-bound, or two respectful of "Establishment" standards, to render all the fluctuating meanings of the spoken language, and more especially the vocabulary of "youth culture". But I would say rather that it is Mr Hudson who has been defeated by his subject. Not only has he not decided what this subject is exactly; he is also all at sea with regard to the many sociological issues he raises: the present dimensions of the generation gap, the value of pop-culture, the importance of the printed word, articulation versus inarticulation, etc. Sometimes he implies that there has been a great teenage revolution; at other times he falls back on the view that most young people are conformist. He wavers between taking pop-music seriously and dismissing most of it as rubbish. He says that teenagers don't read, and then asserts that *Melody Maker*, *The New Musical Express* and *Rolling Stone* are "essential reading". I can't think of where he stands, except that he is ultimately in favour of the individual, without however defining in what sense the individual may be said to exist.

Can this little volume be, as he claims, the fruit of ten years' research? It is only 123 pages long, and the glossary sections deal with

na more than about 150 "youth" terms, most of them already quite familiar even to an old-stager like myself. Indeed the only interest of the book is that it is yet another symptomatic instance of worried muddle about life and language.

Let me first come to the defence of modern lexicographers. As someone who uses monolingual and bilingual dictionaries every day in life, I declare that they are among the most impressive examples of contemporary team-work. But, of course, a dictionary can never hope to do more than tabulate recorded instances of verbal usage, with a rough indication of emotional register and social status. There can never be a complete and definitive dictionary of any language, because no language is a completely known, objective fact. The dead ones have perished, leaving behind only their unreliable written traces, and the living ones are in perpetual flux. What happens is that, from the fluctuating magma called "English", "French", etc. at any given moment a "standard" version, or several "standards" of varying importance, crystallize and are current for a while in particular communities. Modern lexicographers, being scientific, accept any "standard" as being valid within its context, and will tabulate it accordingly, whether it be pop-language, the speech of parliamentarians or the vocabulary of pornography. But their tabulations can never be more than statistically approximate, and can never cover all the uncertainties and ambiguities inherent in linguistic use. Mr Hudson exclaims about the Ironies and double-take of youth speech, as if

these characteristics had only just been discovered and were peculiar to pop culture; in fact, they have always been widely current in non-scientific speech in all languages as any translator could have told him.

Mr Hudson's confusion seems to arise partly from the fact that he is tempted to adopt the fashionable, anachronistic view that the main, or "Establishment", standard in English is "repressive", and he quotes a young woman as saying: "Dictionaries are Fascist". She might as well have said: "Greenwich Mean Time is Fascist". It is true that GMT is a scientific systematization of an objective feature of the universe, independent of man, whereas Standard English is a collective folk systematization of human linguistic phenomena, conditioned by the historical and political events of the past. But a generally accepted systematization has to be if "English" is to exist at all as the national idiom, and to argue, at this stage in the game, that Standard English is "repressive" and to make a political issue of the matter in favour of pop-speech, or black speech or any other dialect is to undermine the democratic cause through misguided linguistic sectarianism. All sub-cultures have a right to exist, but their practitioners should also participate in, and if necessary seek to modify, the general culture. This, unless I am mistaken, is the situation we are lucky enough to enjoy in our relatively mild British setting.

But I sense that the philosophical root of Mr Hudson's bewildered concern is really the relationship between language and existential

being. The generation gap, which has always existed, is more marked today in some respects, not only because of birth control which has changed sexual mores, but also because many young people, overwhelmed by the flood of information available in the modern world, have an exasperated awareness of the relativity and apparent arbitrariness of all adult principles. None of us asked to be born - life is something that our fascist parents thrust upon us - and each of us, during adolescence, awakens more or less painfully to the fact that we are entering upon adult life, which is a mess of pre-existing conventions buttressed by language. It is a "natural" reaction of want to get back to the supposed purity of pre-social man before language, to live spontaneously in the existential moment without thought of past or future, to be "free", that is, a self-sufficient, autonomous unit of being in a seemingly cluttered or congealed world. As Mr Hudson puts it, in advocacy style:

Verbal anarchy is merely a reflection of social and political anarchy . . . for many young people the written word is highly suspect, because it implies permanence, and permanence is both threatening and terrifying. So one must instinctively fight against it wherever it raises its head - leaving a career or a permanent job is bad, because it suggests permanence; owning a house is bad, for the same reason; having a collection of books or records is bad; having a stock of food is bad. Everything and everyone should be regarded as expendable, replaceable at any

time by something different and better suited to one's current mood. To live from day to day is a work of true virtue, a badge of democracy.

An obvious comment on this is that such young people would never have heard of democracy but for language and the relationship between past and present by the written word. Truly existential living is perfectly exemplified by the non-human animals, which have no speech, no recorded history, live from day to day in search of such food as is to be found, and follow the egocentric drive of their species with no thought of individualism or democracy. Such is existential Nature, largely improvident and red in tooth and claw. We can either revert to it, or make the best of culture and of its instrument, language.

This is not to say, however, that the tension between existential and reflective living, between the articulate and the inarticulate, between the already said and the as yet unsaid, can be, or should be, eliminated or played down. On the contrary, it has always seemed to me to be the true dialectical force in the history of the human animal. Young people can take heart from the paradox of language: from one point of view, it is reductionist and conservative; from another point of view, it is our only agent of liberation and development. There is no danger of it ever exhausting reality but, if accepted clear-sightedly for what it is, it can be used to go on peeling the over-renewed onion of "truth", from generation to generation.

## Over to you, Sir Keith

*Parents and Children: Incomes in Two Generations*. By A K Atkinson, A K Maynard, and C G Trinder. Heinemann Educational Books £15.00. 0 435 82097 4

When Seeborn Rowntree, a member of the confectionery family, was constructing his celebrated "primary poverty line", he included in his list of the bare essentials of life - cocoa, a oat example of the influence which researchers unwittingly have on their research. This reflection is prompted by the publication of the tenth volume in the series of *Studies in Deprivation and Disadvantage*, paid for by the DHSS and monitored by the SSRC. (I should immediately declare an interest as one of the authors of an earlier publication in the series).

The original stimulus for the research programme was a ministerial initiative of Sir Keith Joseph who sought hard evidence for his belief that social problems tend to recur in successive generations of the same families - to form a so-called "cycle of deprivation". To throw light on continuities in low incomes between generations, about which virtually nothing was known at the time in Great Britain, Tony Atkinson, Alan Maynard and Chris Trinder conceived the imaginative idea of following up the children of families originally interviewed in 1950 by Seeborn Rowntree in York.

One of the great pioneering surveys in the social sciences, Rowntree had studied poor families in York in 1899, 1936 and again in 1950. His "poverty line" proved to be immensely influential in the development of the National Assistance, and later the Supplementary Benefit, scales. He also introduced in a famous diagram in 1901 the notion of a "life cycle" in poverty, whereby an individual was likely to fall below the poverty line

three times during his or her life: in childhood, while rearing children and in retirement. What we have to face is that, 80 years later, the modern pattern is "strikingly similar".

*Parents and Children* is a splendid illustration of the advances made in research methods in the social sciences since 1950. Consider Rowntree, aged 80 in that year, living 170 miles away from York in Hertfordshire and sending Commander Lavers north on weekly visits to supervise the third survey. Their sample was selected by a local man "who has lived in the city for more than half a century . . . and who marked on our list every street where working class families live. Employers and the National Assistance Board could apparently be relied upon to supply details of earnings and benefits; so much for confidentiality. These and other primitive techniques can be compared with the regression analyses, the transition matrices, and the close reasoning of Atkinson *et al.* I suspect that Seeborn would have needed an extra cup of cocoa to cope with the "logit model". Nor would he be the only one.

Comparisons with family life in 1950 are also an invitation to trip down memory lane. In that year "beer was 1s 2d a pint, tea 3s 4d a pound, shoes cost £1 10s and you could get (if you were lucky) a new Morris Minor for some £300". Inflation has made us all talk like grandfathers, long before our time.

Despite an early set-back when only two-thirds of the original questionnaire could be found, careful detective work succeeded in tracing 76.3 per cent of the remainder. The latter task was eased by the fact that two-thirds of the families continued to live in York and a further fifth in Yorkshire and Humberside; this is arguably the largest continuity in the book. It is evidence not only of geographical stability but of close family ties with

out which the tracing would not have been possible.

Atkinson *et al.* set out to examine such questions as: do the children of poor parents tend themselves to have low incomes? How is social mobility influenced by education or by the structure of the local labour market? The authors are appropriately modest and guarded in answering these simple questions; the results, however, are depressingly familiar: "the probability of a person being in the bottom 20 per cent of the earnings distribution is 45 per cent if his father was also in the bottom 20 per cent of the range, but only 4 per cent if his father was in the top 20 per cent". The simplicity and inevitability implied by the metaphor of a "cycle of deprivation" are replaced by differing probabilities. The pattern of mobility is said to be asymmetric, with the majority staying at the bottom, a minority moving up the ladder, and an even smaller group slipping back down.

One of the problems underlying the whole programme of research was the division between those social scientists studying "familial processes" and those investigating "socio-economic factors". What was needed was some over-arching study to make the two sides work together rather than talk past each other.

The implications for social policy are surprisingly few but one concerns education. The authors argue on the basis of their findings that maintenance grants should be provided to encourage pupils to stay on at school beyond the age of 16. Now that Sir Keith has taken personal responsibility for the educational provision of 16 to 19-year-olds, he is ideally placed to act on the recommendations of the research which he himself initiated. It can only be a matter of time.

Frank Cofield

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## BOOKS

## What shall I read?

Jessica Yates on library provision for teenagers

London Borough of Camden Libraries and Arts Department Report of the Working Group on Library Provision to Teenagers 50p

Bibliography of books for teenagers £1.50  
Prices include postage: order from the Liaison Librarian, St Pancras Library, 100 Euston Rd., London NW1 2AA

Should public libraries make special provision for teenagers? Should the Young Adult collection be housed in the children's or the adult's library? Should it contain only books written specially for teenagers, or adult classics as well? What about best sellers and television tie-ins? Magazines? Coffee bars? Space invaders?

Here is a useful (and cheap) contribution to the debate by a group of Camden librarians: one report and two bibliographies. The report was originally intended for public consumption, but has been made available because their initial reception was so warm. The Working Group on Library Provision to Teenagers included both children's and adults' librarians, and looked at the provision for the age-range 12 to 20, thus going much higher than the

usual cut-off point of 13 to 14 in children's libraries and bookshops. The Group recommended that children's libraries continue to buy for younger teenagers, and that a separate collection of fiction and non-fiction be held in their adult libraries. This would be mainly a paperback collection, but would also include those hardback YA novels considered too mature for the children's library.

There is a noticeable fall-off in the use of libraries among teenagers, especially boys. The Group suggests outreach collections of uncatalogued paperbacks in Youth Centres, on a read-and-replace basis. To tempt teenagers, libraries have to cater for their hobby needs, providing pop music cassettes and teenage magazines. The report concludes with the result of a readers' questionnaire: 668 responses sound healthy enough. Seventy per cent wanted a separate teenage area. The most popular authors were Judy Blume, with 53 mentions, Roald Dahl (40), Enid Blyton (24), and then C. S. Lewis, Zindel, Tolkien, Orwell, James Herbert and Agatha Christie came close behind.

The Survey of Periodicals published for teenagers provides few surprises; we know that teenagers read along sex-stereotyped lines. In the Appendix over 90 magazines are

listed as mentioned in the questionnaire, the most striking omission being *Spare Rib*. Absent from the report is the worst problem of supplying periodicals to teenagers (and some adults) - they get stuck.

The real meat comes in an annotated bibliography of fiction for older children and teenagers, organized by subject heading, and fairly comprehensive, including out-of-print books because they are still found in libraries. Omissions I noted, probably accidental, included *Quentin's Man*, *No End to Yesterday*, and all John Brannfield's novels except for *The Fox in Winter*. Most books are given a two-sentence annotation, which is mostly accurate, and the compilers have made a start on longer annotations for important books. The brief plot summaries for *Getting Free* and *The Lighthouse*, to name but two, can't really convey the full content of these books.

Subject headings are usually the right ones, though I don't think all Bernard Ashley's books should come under "Broken Homes". There is some cross-referencing, and I suggest that *Getting Free* might come under "Pregnancy" as well as "Taking Off".

The compilers are aware of criticisms of some books selected. The annotation for *The Slave Dancer* reads: "This harrowing account of

life aboard a slave ship has been both critically acclaimed and condemned as 'racist'. The librarians also accept that teenage collections will have to contain sex-stereotyped romantic fiction read mainly by girls, and sports stories and thrillers read mainly by boys.

Camden libraries have a "no censorship" policy, and at first glance would seem untroubled by anxious parents (and even headteachers) who bully school librarians into keeping out controversial books. However, the criterion of suitability is invoked in order to label some books "16+", which will be placed in the teenage collection in the adult library. These include *My Darling Villain*, *The Disappearance*, *A very long way from anywhere else*, *Break-time*, *Two Love Stories*; perhaps on revision these should be considered: *The Lighthouse*, *The Scarecrow*, *Forever*, *A Sense of Shame*, *The Chocolate War*, and *The Siege of Babylon*.

There is a small section on homosexuality, SF and historical novels next edition will include *Dance on My Grave* and *The Millennium on His Way*? SF and historical novels are omitted from the main bibliography, and a short list of authors only is supplied at the end, though Willard and Leeson are omitted. This also means that the author of a

"one-off" historical or SF novel for teenagers doesn't get included either way, and I would suggest for future consideration these: *A Fine Boy for Killing*, *A Quest for Orion*, *Tulku*, and *Z for Zachariah*. Perhaps a short list of fantasy authors could also be added: Diana Wynne Jones, Joy Chant, Le Guin, Hoban, Tolkien, Adams.

One begins to think how teenage collections in adult libraries might be extended with contemporary fiction published on adult lists. We already have listed those classics *To Kill a Mockingbird*, *Catcher in the Rye*, and *Ker*, and we might add not only *Walkabout*, *Joby* and *Lord of the Flies*, but also a selection of large format paperbacks such as *Picador*, *Virago* and other feminist novels, and books by Black authors. What about "adult" comics like *Fungus* and *When the Wind Blows*? And the question also has to be faced: with a "no censorship" policy, should libraries stock the violent war fiction and horror novels which some teenagers demand?

Sadly, some adult libraries only provide paperback stands or best sellers for their teenage clients, though many libraries are justly proud of their Young Adult collections. These reports from Camden are not the last word on the subject, but a welcome and honest report of work in progress.

## Chandlerspeak



The novels of Raymond Chandler may not be on any A-level syllabus yet (they undoubtedly will) but that writer's letters would make an excellent adjunct to any sixth-form general studies reading list. Selected Letters of Raymond Chandler edited by Frank McShane (Mecmillan £6.95) represents a stimulating introduction to discussion both of fiction in general and of Chandler's in particular; the novels have poured such intellectual and creative energy into so apparently ephemeral a form.

Bernice Martin's *A Sociology of Contemporary Cultural Change*, one of the most illuminating analytical studies of recent times which surveys music, literature, art and life styles in general, is now in paperback (Blackwell £5.95).

## Start with real books

Learning to Read with Picture Books. By Jill Bennett. A Signal Book. The Thimble Press £1.85, 0 903355 08 6.

Jill Bennett's pamphlet *Learning to Read with Picture Books* is already deservedly well-known. This second, completely revised and reset edition should be of interest and value to every infant school teacher. It consists largely of book listings, with sprightly, succinct and practically-minded annotations. It is not a choice of the "best" contemporary picture books, but a guide to those which have been successful in Jill Bennett's classroom. That most of the selections, the tried and trusted books, are also ones which someone in your class would like to read, in vivid, characteristic pictures, would choose, says something for the unforced taste of children who are introduced to books through joy rather than duty. Children will settle for the mediocre but when they can get it, they prefer the best.

Jill Bennett's basic contention is that "the natural way to learn to read is through stories". Instead of dull, schematised, reading books with their over-plot and impoverished language, she offers her children real books from the very start, arguing that children will only enjoy reading if their imaginations and emotions are engaged.

Neil Philip

## Shared experience

Live Theatre. By C P Taylor. Methuen £2.95, 0 413 51790X. Wordplays 1 & 2. Edited by Alon

Middleton wrote his early city comedies in the first decade of the seventeenth century for the Children of Pauls. He made no concession to his child actors either in range of character or choice of subject. His plays are characterized by realistic and satirical topicality and a lack of moralizing. Their success may reflect the taste of the times but may also indicate the ability of children to imitate and assess their elders. Certainly the most effective plays in *Live Theatre* and *Wordplays* suggest that Middleton's "uneducational" approach has much to recommend.

C P Taylor says in his introductory note, "I have been accused of over-estimating the intelligence and understanding of the children... There are enough people underestimating them at the present time, and it does seem to me that children, or rather most people, are as clever or as stupid as you expect them to be." The four plays in *Live Theatre* were created as a direct result of working with children.

and where this can reasonably be applied, the plays are interesting and alive. For instance, Willy Russell's *Politics and Terror* presents two African Dodgers dicing for power and losing out to Tommo, a girl; and Alan Bleasdale's *What Are We Going To Do Now?* takes Scully and his mates through a series of confrontations with adults in which the stage directions are as hilarious as the dialogue. - Bleasdale is a master of illogic. "Yeah, I know it was a bit silly playing table tennis with a billiard ball, Vicar." The other plays, in the main, provide useful material for classroom drama but sometimes belittle the potential of the children for whom they are written. It is surely a mistake to write plays within a school context, the writing so often becomes as juvenile as the subject matter is true.

Robin Rook

## Children's Literature

## Heroes and innocents

Candy for King. By Robert Leeson. Collins £6.95, 0 00 184136 X

Kitchener Candeford is an innocent, a well-intentioned, responsible and gentle lad who invariably falls over his life's trip-wires.

The trouble with Candy is his over-enthusiastic and uncompromising response to his headmaster's exhortation to adhere to the principles of Love, Liberty, Loyalty and Leadership. It is a puzzle to him, and a source of constant amusement to his more worldly-wise friends, that merely by living according to these principles, he inevitably seems to meet disaster - head on! His good intentions invariably cause riots and his large physique, always seems to get in the way of other people, inflicting totally unintentional damage on them.

Expelled from school, sacked from two jobs, arrested for fomenting a political riot, Candy decides that the Army offers him the only chance to live according to his ideals. So, lured by the glorious vision of his father who had died on the active service while singlehandedly saving his comrades from a blood-crazed mob, Candy heads for his desert posting - and inevitable catastrophe.

There is much here to entertain the teenage reader - not least the amiable, disaster-prone hero and his outrageous companion, Lord John. Pleasing too is Robert Leeson's forthright tone, his convincing dialogue and his dry, rather cynical humour which is nowhere more successful than in his evocation of army life in the early fifties.

*Candy for King* has all the elements of a tall story. Candy himself and many of the incidents engaging at the same time the questions raised by the search for a code to live by; the nature of freedom; the need for, and the danger of, illusions - are deeply serious. Yet I can't help feeling that these disparate elements rather than complementing each other here often seem to work against each other and that the important issues, so neatly grasped, frequently seem to slip away into farce. Maybe life is like that, but in the end I was left feeling somewhat unpleased as to the author's intention, in what is, nevertheless, an engaging and entertaining yarn.

Veronica Millington

## Neither more nor less

Wendy Body surveys comprehension materials

## 14 The King Of The Jungle

There's a lion in the jungle who goes ROAR, ROAR, ROAR, and the monkeys think that he's a crashing NORE, NORE, NORE, and the elephants are likely to get SORE, SORE, SORE, when they hear the lion running with his ROAR, ROAR, ROAR.

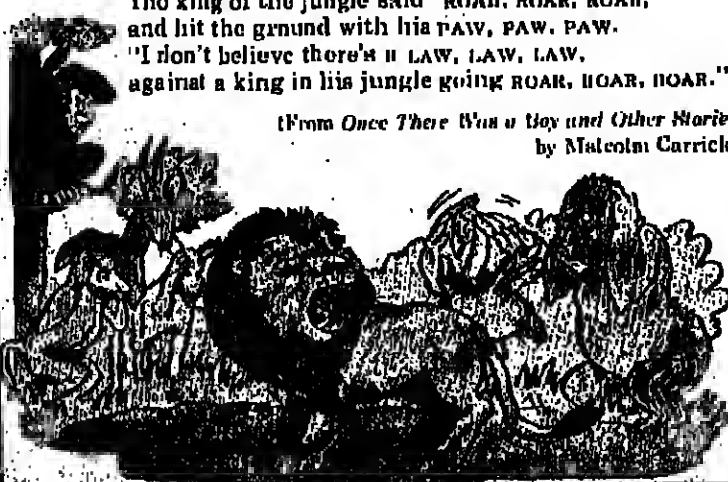
"You're making too much noise, you KING, KING, KING."  
"Yes," cried all the others, "can't you SING, SING, SING?"

"Or be quiet like the raindrops and PING, PING, PING?"  
"You really are a noisy KING, KING, KING."

The king of the jungle said "ROAR, ROAR, ROAR," and hit the ground with his PAW, PAW, PAW.

"I don't believe there's a LAW, LAW, LAW, against a king in his jungle going ROAR, ROAR, ROAR."

(From *Once There Was a Boy and Other Stories* by Malcolm Carrick)



SECRETS Edward Arnold 1982. This book is for the 10-12 age range and consists of poems and extracts from "quality" children's fiction. It is intended to provide starting points for the group discussion which will encourage pupils to read more closely and critically. The emphasis is on inferential comprehension.

Verdict: Good, a useful resource.



From "Secrets".

WHAT DO YOU THINK? Edward Arnold 1982.

As above but intended for a slightly older age range of pupils.

Verdict: Good, a useful resource.

Edward Arnold have published several comprehension resources and it is worth having a look at "What the Papers Said", "What's That You're Reading?", "Time to Think", and "Scratch and Scoopery", the latter basing its activities on poetry.

DEVELOPING COMPREHENSION, Basil Blackwell 1982.

Four books which are based on the five comprehension categories outlined by Barratt consisting mainly of extracts from children's literature. There are activities accompanying each extract using a welcome variety of techniques such as predication, cloze procedures, sequencing as well as questions in which the need for small group discussion is stressed.

Verdict: Very good.

Space allows but a mention, but the following resources are all worth a serious consideration:

Journey Into Books, Cassell (Junior) Resource Readers, Holmes McDougall (Junior)

Puzzle Out - Reading, Ward Lock (Junior) Reading With Purpose, Nelson (Junior)

Mini Mysteries, LDA (Junior / Sec) Comprehension Through the Newspaper, MacMillan (Sec/Adult)

In all this consideration of understanding, let us not forget the secondary pupil who, having read *Romulus Founded Rome*, was asked what it meant. He replied: "Well, he went over the hill and there it was."

Wendy Body is Area Tutor, Bristol Reading Centre, Service For Special Educational Needs.

Verdict: Again, good of its kind.

18 What Happened to Noah's Ark

A Do you remember the Bible story of Noah? He was the man who made a huge wooden ship or ark which he put animals on. One day there was a great big rain and two of every kind of animal came to Noah's ark. Noah told them to get on the ark and he saved them. And when the water had gone he and his family came out on dry land. They had survived!



From "Newsmakers".

TWISTS, Edward Arnold 1981.

A book of 12 very short stories (some more successful than others) with black and white line illustrations and accompanying exercises. The reading level is about nine and the interest level slightly higher. There are at least three pages of exercises for each story, which concentrate on literal comprehension but also aim to stimulate creative writing.

Verdict: Not too bad.

## SECTION 8 What Does It Mean?



3. Dictionary

From "More Directions".

MORE DIRECTIONS, Oliver and Boyd 1982.

These two books are similar in format to *Directions*, but with more text and at a "higher" level. There are assignments intended to apply and extend the skills practised to a variety of contexts and the related skills are grouped together to avoid fragmentation. It is assumed that pupils have reached at least the level covered by *Directions 1*.

Verdict: Users of *Directions* will welcome this development to a popular series, and for those who do not know it, *Directions* is worth a look.

Verdict: Could be a useful resource. Arnold-Wheaton 1981/82.

Four books aimed at 11 to 14 year-olds of average and above average ability, consisting of original short stories (with some non-fiction in books 3 and 4) together with black and white line-photographic illustrations. The

heavy emphasis on literal comprehension skills. Book 1 concerns people who have accepted challenge in some form, and Book 2 is about animals.

Verdict: Good of its kind, useful "remedial" resource.

NEWMAKERS, Edward Arnold 1981.

Four books each containing about 30 non-fiction passages describing a variety of events, exploits and mysteries. There are a large number of exercises following each passage: literal, and inferential comprehension questions, vocabulary extension, and activities for spelling and punctuation.



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## Wiltshire

### PRIMARY EDUCATION

#### Head Teacher

Christ the King RC Aided School  
Group 5 NOR 249  
RE-ADVERTISEMENT

Head Teacher required for this Catholic Primary School housed in modern premises, serving the Parish of Amesbury and children of Catholic Servants in Bulford, Larkhill, Tidworth and Goscombe Down. Amesbury lies in the Avon Valley to the North of Salisbury in an area of great historical, geographical and archaeological interest. Application form and further details (S.A.E. please), from the Chief Education Officer, Education Department, County Hall, Trowbridge BA14 8JH and returnable to Rev. J. Quinn, Chairman of Governors, 3 London Road, Amesbury by the 31st July. Previous applicants will be reconsidered and need not re-apply.

#### SCALE 1 POST

Warminster, St. John's CE Controlled Primary School  
Borham Road, Warminster BA12 8JY  
Group 4 NOR 140

Required from September 1983 for one year an imaginative and enthusiastic teacher for Juniors. Written letters of application to be sent as soon as possible to the Head Teacher stating age, giving particulars of education, training, experience, personal interests and specific curriculum expertise and also the names and addresses of two referees.

## HEADTEACHER

DOGGETTS COUNTY  
PRIMARY SCHOOL  
(Group 4), The Boulevard,  
Rochford, Essex  
Closing date: 29th July, 1983.  
Removal and disturbance allowance  
scheme in operation.  
Please send foolscap s.a.e. for  
application form and further  
details to County Education  
Officer, PO Box 47, Threadneedle  
House, Market Road, Chelmsford,  
Essex CM1 1LD.



## HEADSHIPS

From January 1984

HILLBOROUGH JUNIOR SCHOOL,  
Hillborough Road, Luton, Bedfordshire LU7 6EZ  
Group 4

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Junior School.  
Estimated number on roll January 1984: 159 children aged 7-10+ years.

NORTON ROAD PRIMARY SCHOOL,  
Norton Road, Luton, Bedfordshire LU2 2NX  
Group 4

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Primary School.  
Estimated number on roll January 1984: 227 children aged 4-10+ years.

Application forms and further details available from the Chief Education Officer, County Hall, Luton, Bedfordshire LU1 1AP.  
The closing date for both posts is 15th July, 1983.



### PRIMARY HEADSHIPS

continued

### BUCKINGHAMSHIRE

#### WYCOMBE AREA

##### WYCOMBE JUNIOR SCHOOL

WYCOMBE JUNIOR SCHOOL, High Wycombe, Bucks. (Group 1) Required for January 1984. Applications from suitably qualified and experienced teachers for the post of Head Teacher. Details available from the Chief Education Officer, County Hall, High Wycombe, Bucks. (Group 1) 11/11/83

##### HUMBERSIDE

##### ORANGETHIRST SCHOOL

Orangethirst School, Orangethirst, Humberside. (Group 1) Required for January 1984. Applications from suitably qualified and experienced teachers for the post of Head Teacher. Details available from the Chief Education Officer, County Hall, Orangethirst, Humberside. (Group 1) 11/11/83

##### DORSET

##### MOORHILL JUNIOR SCHOOL

Moorhill Junior School, Dorset. (Group 1) Required for January 1984. Applications from suitably qualified and experienced teachers for the post of Head Teacher. Details available from the Chief Education Officer, County Hall, Dorset. (Group 1) 11/11/83

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##### ST. JOHN'S CE CONTROLLED PRIMARY SCHOOL

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##### DOR







EXTRA

## Only connect

continued

or folk guitar through the aural tradition, or they may have had access to little more than *Singing Together* on BBC radio.

The musical experience of primary pupils is often included in the report which precedes each of them to their Secondary school. Not all secondary music teachers seem to know this fact and others do not seem to be able to scan the files at an appropriate time.

Most secondary music teachers ask the new arrivals about their previous experience and ask who would like to take up an instrument. What do these questions mean to wide-eyed 11-year-olds in the first fortnight of this vast new environment called secondary school?

We cannot merely ask these children to tell what they know of music; we must spend the first few lessons on a wide range of musical activities calculated to show up what they know. We must be careful not to demean these youngsters who may have been highly competent senior members of their schools up to the third week in July. We must avoid assuming that they are musically naive because they cannot read traditional notation or identify a clarinet. We must positively seek activities that will reveal what first-formers can do so that we know where to start.

Every form, whether streamed or not, will contain pupils whose different degrees of musicianship, confi-

dence and interest in music will call for mixed-ability teaching. In my experience there may be a music age range of six years or more in any lower-school music class. These differences have little to do with the pupils' levels of literacy, numeracy, oracy or social skill.

Where primary teachers have taken opportunities to meet secondary music staff in the area, the passing on of information about pupils becomes more meaningful and less chancy. Where secondary music teachers and instrumental tutors have been able to see and hear what some primary school children are achieving (by visits to feeder schools, watching classwork and performances live or on video) much is being gained and understanding of each other's constraints and strengths is growing. Music advisory staff strive to construct these networks, to facilitate these connections.

If musical outcomes and aesthetic awareness are the chief objectives of music education, the curriculum is certain to make physical demands upon the teachers and the schools. Architectural features inimical to music-making and listening, plus tight budgets are some of the frequently voiced excuses for the limiting of school music. Yet music teachers construct their own downfall to some extent.

For example those working amid the enormous pressures of the inner city school may be so intent on getting through each day's timetable that they fail to look at the music room from the pupils' standpoint.

Does the work space invite, stimulate and reflect artistic activity, or does it look like yet another writing room with a few wallcharts? How visually attractive are the displays, how accessible are the instruments, how practical is the arrangement of furniture, how inviting the books, how sufficient, appropriate and demanding are the materials in general?

Reinier (1970) makes a telling point here: "Under conditions of ugliness (which means conditions devoid of aesthetic qualities), of lack of concern about the quality of people's experience of life, of low expectations for significance as a normal component of experience, aesthetic sensitivity can become stunted and weak."

This weakness can afflict pupils and teachers, the brass tutor in the cloakroom and the class teacher in the purpose-built but barren music room. We all are guilty of overlooking the importance of environment.

Small wonder that some pupils seem to reject school music as a mode of expression and learning, or that the music teachers' voices lose their persuasive timbre at meetings where school curriculum decisions are made and budgets are allocated.

The Gulbenkian report *The Arts in Schools* points out that, of the many practical problems confronting the development of arts in schools, some are a matter of lack of resources but others are a result of "long-established attitudes towards the arts which deprive them of an equitable share of the resources which do exist."

Some music teachers have not yet developed ways of justifying their subject in the context of the whole school curriculum in order to acquire a fair share of the capitation fund. Others do not make imaginative use of what is given to their department.

Music advisers are in a position to identify such teachers and to offer advice and support, to draw attention to ways in which music staff may enhance the educational status of music in the school, as well as to improve the effectiveness and affectiveness of the subject in the eyes of the pupils.

Observations made in dozens of schools over three years lead me to suggest that, although secondary schools have the most musically-qualified teachers and the highest capitation, it is in the nursery, primary and Special schools that attractive and active music rooms are mostly to be found.

Many primary teachers make use of such programmes as BBC TV *Music Time* and *The Music Arcade* as teaching aids and as a form of in-service training, but in too many schools of every type the music depends largely on the publishers of books and schemes, not the staff of the school. Too few schools of any kind avoid ethnocentricity in music despite the multiethnic character of many urban classes. The many school steel bands provide a shining exception.

Musical activities in all schools from nursery class to sixth form need to embody the common elements to *Composition, Audition and Performance* (Svenwick 1979). We

need to plan courses for the development of skills, knowledge and understanding in order that pupils may value music at all levels of schooling. We must provide in all schools a facilitating and aesthetic environment suited to artistic endeavour. We must improve the standard of audio equipment in music rooms, and also ensure that pupils experience live music of many kinds in a variety of settings. We must escape from the imprisonment of established idioms and seek the excellent in music from many sources.

Music advisory staff need to continue to share with their many classroom colleagues the stage of children's physical and cognitive development stages as these apply to music education, the knowledge of how to assess what pupils already know and how they should proceed, and the knowledge of what is happening on the music-education front currently.

They also need to make music with their colleagues, in workshops, choirs and instrumental groups. Through shared engagement in musical activities we all connect.

References: *Teaching Music in Schools* James Mainwaring, Paxton 1951; *The Intelligence of Feeling* Robert Wilkin, Heinemann Educational Books 1974; *A philosophy of music education* Bennett Reinier, Prentice Hall 1970; *The Arts in Schools* Calouste Gulbenkian Foundation 1982; *A Basis for Music Education* Keith Swanwick NFER 1979.

The views expressed in this article are solely those of the author.

EXTRA

## Performance practice

Eric Leigh discusses an A level music examination for performers

Aristotle made the division of knowledge into either theory or practice. This dichotomy can be traced through the history of music and the modern view is still to consider the composer as supreme amongst musicians. It is he or she who is the thinker and who enshrines all the disciplines of musical creation.

The performer, however, does things and, if we consider activity to be opposed to thought, how then can an academic approach to performance be justified? Deep-rooted educational concepts which contrast mere training with studies which provide so improvement of the mind are the basis of these arguments. I think, however, that through the work of recent musical scholarship sufficient knowledge now exists to provide a very respectable foundation for performance studies.

I begin with a brief consideration of the problem. Throughout musical history, notation has always been an approximate matter. Not all the elements of a performance can be fixed in writing. Furthermore the means of performance have changed and extensive studies based on social history, organology, iconography and various theoretical treatises on the actual music, have now established a significant body of knowledge concerning these matters. The challenge to the performer is faithfully to recreate the written score at each performance and the discipline of interpretation is that of realizing the unwritten element of the composer's work.

The progress of these developments, allied to the considerable growth of musical performance in the schools, encouraged the University of London Entrance and School Examinations Council (the London GCE Board) to introduce its unique GCE A level Practical Music examination in June 1980. The new examination was well received and important associations such as the Incorporated Society of Musicians welcomed its introduction. Its philosophy was "to develop, in some depth, the practical, aural and historical awareness of the performing musician in ways particularly relevant to the executant's situation". The candidate was required to study the performance practice of music from 1550 to the present day and pay particular attention to the mechanical evolution and repertoire of his main instrumental study.

Thus the candidate's performing skills were now to be related to his or her general intellectual development and powers of self-expression by integrating them with the study of musical history as seen from the viewpoint of the performer. The requirements of the examination are a practical aural test, a written paper on repertoire and knowledge of instrument, and performance at both main and subsidiary level.

To listen with a critical ear is fundamental for all musicians and particularly so for performers. The practical aural is designed to test this quality in a performance context. By means of listening to recorded extracts of music, with printed scores, the candidate is required to discuss faults in performance such as errors of intonation, dynamics or speed or indicate on an unmarked score such features as tempo, ornamentation or notes *ligatures*. The candidate is also required to identify the elements of instrumental or vocal ensembles, to comment on textures and to suggest probable periods of composition.

Another innovation was the requirement to make comparison between two different interpretations of the same music. Interpretation was intended to suggest not only different characteristics of performance but also rearrangements of the same music, as the Moussorgsky/Ravel versions of *Pictures at an Exhibition*. Throughout the examination only music by appropriate and generally recognised composers is used.

In this practical aural the reliance on written notation has been greatly diminished from that employed in the

usual aural examination. It is, however, a searching test and very relevant to the performer. The course of preparation should be a stimulating experience because all requirements stem directly from the sound of music in performance. It is my personal hope that aural training will increasingly develop in this way so that all the usual tests of pitch, rhythm, harmony and texture will be given by means of musical extracts and scores.

The pursuit of technical dexterity can become an end in itself and it is important that young executants be encouraged to acquire a wider vision of their art than the shape of the pegs at the end of their fiddles. The context of the repertoire syllabus has been designed to complement performance technique and requires candidates to be conversant with the problems that arise in the preparation and performance of music from different periods of musical history and to be informed about repertoire and the development of instruments.

A knowledge of the original per-

formance conventions is required and same understanding of how these relate to particular music so that authentic presentations may be made. In these matters of style there must be an awareness of other musical and social factors such as patronage and the influence of virtuosi on composition. In addition each candidate must be prepared to describe the evolution and characteristics of his or her main instrument and to discuss its repertoire from both a technical and historical viewpoint.

Practical music makes use of the candidate's achievement in grade examinations for both main and subsidiary performance. Introduced in 1980, the examination already draws a significant candidature and its requirements end results are under constant review. A particular point in the examiners' minds is the need to ensure that a fair and comparable choice of questions is available on the repertoire paper for all candidates no matter what their choice of main performance instrument.



The course offered by the University of London A level in Practical Music must enhance the imagination and responsiveness of the practical musician and illumine technical ability with a trained intuition. It is true that the performer does represent "activity" but his or her professional work is increasingly allied to the demanding

discipline of interpretation and its associated scholarship.

Dr Eric Leigh was formerly director of humanities at Derby Lonsdale College of Higher Education and is currently OCE Moderator for Music for the University of London Entrance and School Examinations Council.

## Singing days

Peta Levi on the British Federation of Young Choirs

February the British Federation of Young Choirs held its annual conference at the

first two singing days, its rotating spirit is its secretary, Andrew Fairbairn (Director of Education, Leicester-shire), who told me it had taken seven years to get it off the ground.

Mr Fairbairn is an executive committee member of the European Federation of Young Choirs, which was established in 1960 and held an international choir festival, Europa Cantat, at Leicester in 1976; two more singing weeks at Loughborough, in 1978 and 1981, followed. Discussions with interested groups in 1981 led to the formation of a steering committee, out of which grew an inaugural one-day course on choral singing at Leicester School of Music earlier this year. Mr Fairbairn said: "More than 200 teachers, music advisers and choir conductors - three times the number we expected - turned up at the inaugural meeting."

The BFYC has four aims: to extend the practice of choral singing in the spirit of the European Federation of Young Choirs (age range 12-25); to encourage the development and expansion of singing in schools, colleges and youth groups so as to complement the activities of Sing with Pleasure, a movement which developed in the mid-1960s; to stimulate interest in this country in combined choral events;

the European Federation.

"Britain has a fine tradition of choral singing, but I have a gut feeling that it is declining - there is less interest in singing in schools, choir targets close and you only have to look at the average age of Britain's major choir members to realize that there are few young people coming forward to sing", Mr Fairbairn said.

The British were very ignorant of the wide range of European choral repertoire - as indeed were Continentalers of ours, probably only knowing of Purcell, Elgar and Benjamin Britten, he claimed.

There will not be another Europa Cantat in Britain for the foreseeable future, but this year singing weeks will be held in Auliti in Burgundy, Assisi in Italy, Ghent in Belgium, Thessaloniki in Greece and Heidelberg in Germany. The BFYC has already tried to help British choral groups to travel to them.

Mr Fairbairn asked: "Why will German, French and Spanish groups burst into song - national songs, folk songs, etc - more readily than their British counterparts?" He may discover the answer when the BFYC assesses the results of a questionnaire sent to

has just gone out to schools and music advisers to ask what is needed to encourage singing.

What are the benefits of singing? Mr Fairbairn believes that in choral singing we have an enormous cultural heritage to which contemporary composers are constantly adding and which should be part of a music education for all.

For many years Yehudi Menuhin has claimed that if everyone sang when they first got up each morning the world would be a better place and that schoolchildren would work more effectively if they started each day by singing. One wonders if the main factor in the decline of choral singing is the average music teacher's lack of confidence in his or her singing ability and unwillingness to make a bit of a fool of himself.

A Singing Day, the first of a series planned by the BFYC, was held on June 18. It was organized by Muriel Blackwell, music adviser to the London borough of Brent, and was attended by 91 people, mostly teachers - 34 from local primary and secondary schools, but others from as far afield as York and Bristol. The importance of training the ear, the fact that you can't start too young and how to make it fun so that everyone will want to sing, were points which most of the speakers emphasized.

Peter Hadfield, choral end aural trainer in the junior department of Chetham's School of Music, Manchester, spoke first about "Musicianship through the Voice" and, using the audience as his class showed how you can make people perceive of sound. After teaching the "class" an easy 12-16 bar melody, he got the class to sing the first four bars, then the next four, then come in again at the right time and at the right pitch. This brought out a weakness which Muriel Blackwell had noticed even among distinguished musicians - that unless people really think and feel sound they quickly lose the regularity of the pulse.

She said: "One of the main aims of the day was to show teachers and choir conductors how to get more young people singing and how to keep them singing - the most crucial age being between 11-14." Two approaches to doing this were illustrated. The first was by Susan Sharp with the Chelmsford Children's Choir, which she runs jointly with Peter Cline. She is also head of music at Great Redwood Comprehensive School, and has done a great deal of work on how to teach young children singing techniques step by step, through games, often



Using games as a singing technique was clearly enjoyed by the choir children.

involving mime and action. Working with their 50-strong choir of local 9 to 13-year-olds, she got some of the senior choir members, very self-assured 13-year-old boys, to teach techniques to some of the choir's 15 newcomers.

The second approach was advocated by Alan Simmons, head of music at Holmworth High School (in a Kirklees mining area) and a member of Sing for Pleasure. He pointed out the importance of "selling" singing by finding, or as in his case by writing, words and music which would interest the children. He writes songs about topical events - the local football match, or with their permission, about members of staff. His objectives are to make singing an acceptable pastime, to capture the children's imagination. One teacher found this approach particularly useful with the less able class.

The final speaker, Michael Brewer, conductor of the British Youth Choir, who talked about vocal training, aroused particular interest. One teacher commented: "We know the

sound we want to achieve, but often don't know how to achieve it." Mr Brewer has personality and humour and many felt they could have done with a whole day on vocal training.

Mrs Eileen McCollum, head of music at St Mary's High School, a Roman Catholic school of 940 11 to 16-year-olds in West Croydon, summed up the day by saying: "It was well organized and very stretching; I came away stimulated - with many new ideas and material to try out in the classroom."

The next special event planned by the BFYC is a singing weekend (September 24 to 25) at Village College, Bottisham, Cambridge, being organized by Martin Geph, chairman of the BFYC's executive committee. Singing days will be held in Taunton in October, and at Wakefield and Chichester in November, and a singing weekend at Quorn, Leicestershire, will take place in December.

For information on the BFYC write to: The Secretary (BFYC), Education Dept., County Hall, Glenfield, Leicestershire LE3 8RF.

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EXTRA

# Making music fun

Anne Corbett visits the National Children's Music Camps

"H-B-S! H-B-S!" High hat! Bass! Snare!

It is just a year since our household started to reverberate to a new language. Percussion. Which, failing the proper equipment, was applied to whatever was to hand, like chair seats, table tops and beds. Thus we fell for something nearer the real thing: a so-called "silent" or practice drum set, which emits its rhythmic codes to us and our neighbours about whether life is working out well, or making you want to bash the world to bits, or sometimes create something near to jazz.

I stand in awe of Avril Dankworth, one of those famous music camps, at Wavendon near Milton Keynes, has unleashed this passion in our son. But she expects nothing less.

After 13 years' experience and seeing more than 1,000 young people pass through, she is certain that this year's summer camps, too, will produce another crop of youngsters who discover that music is a language that they want to use.

Her philosophy is almost Illichian. The vocabulary is full of words like giving, sharing, pleasure. The helpers are all volunteers, the students selected largely for their enthusiasm. Each camp's activities are largely shaped by the instruments they bring and the particular interests.

"In that sense they are all different," she says. "But we stick to certain principles like never setting a minimum standard. You don't have to be an academically knowledgeable experienced musician to be musical. Music is a form of self-expression, a

personal pleasure, a social activity, FUN" her words emerge in capital letters.

She got the idea from a French organization and launched her first camps in 1970. A pattern has now been established of four each year, each a week long, in the period mid July to mid August. Two are designed for teenagers up to 17, two for the eight to twelve.

Each is staffed by 30 or so volunteers ranging from primary and secondary school music teachers, college lecturers, music advisers and professional performers with whom her own musical advisory work brings her in contact over the years. But it also includes the former pupils and the locals who do the cooking, see that the loos work, find dressing up clothes out of almost nothing, and generally keep things going.

She herself directs one camp, as well as doing the general organizing in spare time throughout the year, helped by her husband, the trombonist Les Carew. This year the other camps will be led by a secondary school music specialist and two from middle school.

The facilities are superb, based on the amenities of the Wavendon Music Centre (Wavendon All Music Plan) run by her jazz musician brother Johnny and the singer Cleo Laine. There is even a 350 seat theatre. But it is also a genuine camp. Everyone sleeps under canvas.

Thus for the pupils, who number 60 or so each camp, there are two aspects. Lots of opportunity to make music: instrumental and vocal work,

some time also with ensembles, a general orchestra and a musical show, for the end of the week, for which everyone prepares.

The regular campers who have come with cello, trombone, guitar and a complete set of recorders under their arm are exceptional. But many arrive with something, giving an improvisational boost to activities planned around study groups at various levels. At the more advanced stages these include folk, classical, jazz and pop music, and make use of guitars, handbells (found in a loft at Wavendon), steel drums, piano accordion, harmonica, percussion, vocal groups and of course the electronic works, as well as what everyone brings.

There is also traditional camp jollity. Everyone is in first name terms, from the comprehensive school head to the eight year old. There are tidy tent prizes for the young, swimming and other sports and camp singing songs for everyone. When it rains as it usually does, and the green fields of Milton Keynes are churned to mud, they all retreat to large practice tents and marquees.

Avril Dankworth herself trained as a singer and pianist and then went on to teaching. "That was a turning point," she says. "There were too many people pretending that music making required a rare gift. I had by then seen enough to know that music is a language in which we can all express ourselves."

Although some local education authorities run music camps for local children there is nothing similar to



Avril Dankworth making music and having fun

Avril Dankworth's music camps on a national scale.

It seems sad that such generous ideas have not been copied more widely. Avril Dankworth does not let that put her off. "As long as I have anything to do with it, this style of camp will continue." So perhaps it will eventually catch on more widely.

For information about the 1984 camps (the 1983 ones are full) contact: Avril Dankworth, National Children's Music Camps (in association with Wavendon All Music Plan Ltd) 56 Station Road, Long Marston, Tring, Herts HP23 4QS.

## Air on a shoestring

Eight months ago I was introduced to the BBC microcomputer. "This is the answer to the music teachers' problem," said the course tutor. "Now children can have a real experi-

enced in a program confidently headed "Music" and looking like a demented knitting pattern. At the end of it, I could play a short scale of notes from the computer keyboard in a tone with the subtlety of the first lesson on a clarinet. I came away puzzled, failing

to understand how this was superior to the piano in my music room. After two terms of teaching with a little knowledge of the computer's capabilities, I can still only visualize its use in my department as a more effective record catalogue.

It is ironic in these times of shrink-

ing budgets, that the solutions to our problems are presented as ever more expensive equipment. I will defend to the last ditch the necessity for a high quality piano in stereo equipment, but I suspect that we are not getting value for money out of many books and pieces of classroom equipment. More important, they do not necessarily give children the real and satisfying experience of music which is their aim.

My pursuit of such an experience has led inevitably back to singing, and the unexpected result has been a completely fresh look at the teaching of those realms of dead theory. It began with the realization that children know a great deal about music without any knowledge at all. My new 11-year-olds could all sing up and down an octave scale without being told where to go; and more strikingly, they could listen and correct where it was out of tune. The discovery that they already knew this was a surprise to those who were sure they couldn't do music, for even those who could not sing very accurately, could hear exactly what was wrong and recognize the slightest flatness or sharpness.

Applying precise listening to a note sung in unison, they heard the tone become sweeter and more pure, and thus found that they could improve the quality of the sound they made. Suddenly someone noticed that they could hear not one note, but two: the harmonic one octave above their unison was rising around the room although no one was singing it. More harmonics appeared on investigation, and these magical notes caused great delight and a tumble of questions: "Will it work on every note?" "If we sing a high note shall we hear a low one?" The answer to all these questions was to try it and listen, and their theory books began to be a record of the observations of the class.

Quite naturally we began to study the structure of the major scale, and the simple and beautiful proportions which express its steps. Following the harmonic series note by note, it was often possible to hear the next note sounding before we sang it; for instance, the dominant rings out clearly when a note is sung with the two

octaves above it. At this point we devised a diagram to show the intervals and proportions we had discovered. The first four notes of the harmonic series established the four perfect intervals (unison, octave, fifth and fourth) and naturally had the simplest proportions (1, 2; 3, 2; 4, 3). We sang each interval individually and sized up the quality, with a remarkable degree of unanimity. When the tonic chord was completed by the note "me" it was clear that we moved out of the pure world of perfect intervals into the pleasant sounds of third and sixth. "It's like having a dry stone wall," one girl said, "and you suddenly add the cement."

One of the features of the course has been the attempt to answer fundamental questions which the textbooks do not usually consider. The meaning of the terms perfect, major and minor took on fresh significance, and it was possible to suggest reasons why the staff has five lines, why tunes end on the tonic, and what happens when a dissonance resolves. When the same proportions were applied to a string and the investigation went on apace: the bottom string of a guitar is ideal for this purpose.

It was inevitable that these discoveries should overflow into my teaching further up the school. The O level group began writing simple tunes by singing all the available intervals and deciding for themselves which were good and which to be avoided. Studying sixteenth century works for A level became much more intriguing when the proportions were used to examine the quality of the different modes. I have introduced a

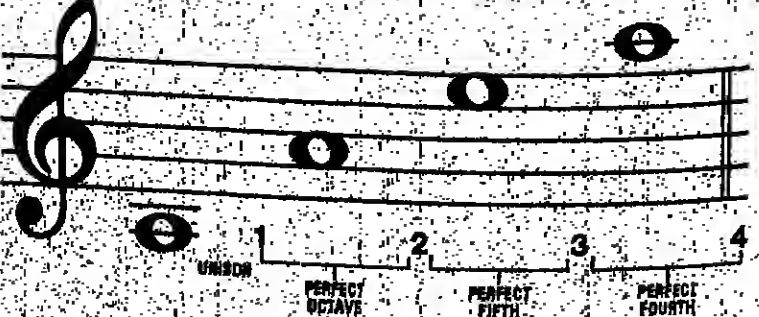
larger proportion of unaccompanied singing into class and choir repertoire with most satisfying effects, whether it were Scarborough Fair with a general fourth form or It was a lover and he

was with the senior madrigal group. There are other interesting offshoots of this theory course. The first form discovered quite early on that the piano was "out of tune" with their more accurate voices. In studying harmony, the limitations of currently accepted theory appeared: for example, the perfect fourth was experienced in singing as a beautiful sound, yet it is normally treated as a dissonance. Why should this be? The trials of the major key appear in their full variety when their true proportions are studied, and unexpected things happen when they are ignored. These matters aside, knowledge of the proportions serves to explain many of the apparently arbitrary rules of music writing and to give them real meaning.

At this level of principle it is easy to make connections with other subjects. Interested pupils have taken the same proportions into art, architecture and mathematics. "The instrument on which I now demonstrate the more complicated proportions was made for me by a sixth form student waiting to take up a Cambridge mathematics scholarship. On the other hand, the most perceptive observations have been made by a first former whose only previous acquaintance with music was obtained in a few lessons on the recorder."

The piece of equipment which was necessary to achieve all this was no government-subsidized wonder toy, but a simple tuning fork used to establish an initial note, and it seems that pitch sense is improving to the point where this may become unnecessary.

Rosemary Broadbent is head of music at the Hulme Grammar School for Girls, Oldham.



EXTRA

# Primary preparation

Maxwell Pryce reports the UK Council for Music Education and Training conference to consider the training of primary school music teachers.

The UK Council for Music Education and Training was established as an umbrella organization to arrange Britain's input in the biennial world conference of ISME - the International Society for Music Education. The most recent ISME Conference, took place in Bristol last year, and a feast of display and discussion it turned out to be, with between 4,000 and 5,000 delegates, and nearly 80 performing groups, from over 60 countries.

The subsequent 'simple addition of the two words "and Training" to the UK Council's title extended its brief at a stroke to include the whole contentious business of the training - initial and in-service - of school music teachers. The extension of UK Council's annual meeting, in May, into a dry-conference to consider the training of primary school music teachers, seemed a logical and acceptable development.

About 50 delegates attended the one-day conference, representing almost every aspect of music in education and industry. First, there was a plenary session opened by two speakers, Dr Anthony Kemp, of the University of Reading Music Education Centre, and Warden of the ISM Music in Education Section, and John Westcombe, County Music Adviser, Hertfordshire, and chairman-elect of the Music Advisers' National Association. UKCME's vice-chairman, Geoff Moore, in introducing the session, quoted John Hosier, now principal of the Guildhall School of Music and Drama: "If there are not enough good musicians wanting to be primary school teachers, we must make the primary teachers better musicians."

The gauntlet, thus thrown down, was promptly picked up by Dr Kemp, who saw his role partly as one of reconciling different ideas and opposing views, and asserting, not unreasonably, that one could not consider the training of teachers without also having a view of the curriculum and the processes of curriculum development, and more, the musical development of children. Dr Kemp was aware of the existence of two types of primary school music teachers - those who were working from ideas picked up in their initial training, but who did not develop these ideas, and those who were aware of, and prepared to adopt, new ideas, without really thinking about how they should be exploited.

As an example of how new ideas developed without proper awareness of their total effects, Dr Kemp instance the imbalance which had come about in the classroom through the phenomenon of singing versus the use of instruments. The past couple of decades had seen a move away from singing to a far greater use of classroom instruments. If teachers had been more aware of the real importance of these two activities, both activities would have retained their relevance to music education. Such imbalances had occurred because teachers were not clear where, in the curriculum, they were going. Notation, traditional and graphic, was important, said Dr Kemp, as were creative activities, since through the latter music

became a medium for personal expression.

Dr Kemp drew attention to the importance of the inner ear and its relevance in the need for children to be able to recall, re-order and develop the musical experience in which they have been engaged.

Initial training of intending primary teachers, said Dr Kemp, should produce the music "specialist", a successful classroom teacher, and consultant to other colleagues, and the non-specialist who would be receptive to ideas coming from other colleagues.

Dr Kemp mentioned in-service courses provided at the Reading Music Education Centre, such as The Role of the Primary Teacher as Music Consultant. Such teachers, it was suggested, needed an insight of what it was possible to do with music in the classroom, a store of activities and a view of a firm structure for the whole curriculum. They also needed to be sensitive to other colleagues, and have clearly defined expectations in composing, arranging, singing and playing. John Westcombe said it seemed sensible to select intending music teachers with care, to identify those whose personalities obviously suited them for the job, and to encourage them to take it up. Graduates in subjects other than music should not be excluded from consideration, nor indeed should it be thought necessary for such people to have the normally-expected O and A level music certificates. What was necessary was evidence of real enthusiasm for, and successful participation in, music as an activity.

Mr Westcombe said all intending primary school teachers should have some training in music, not with the aim of bringing them all to a professional specialist standard, but so that they were at least aware of the wholly beneficial effect of music upon all children, and all schools. They should also be able to sing and accompany at least 50 songs; they should know where to go for help, they should have some practical ability which young people could admire, they should have a wide knowledge of the rudiments and theory of music.

Recognition would be given to the personal musical development of the student, in which such elements as an active interest in folk music, jazz and improvisation might be considered to be more important than the traditional emphasis upon the classical music background. In the hands of teachers of music could be expected to have a clear idea of what music can offer to school children as a subject in itself.

Mr Westcombe outlined the subjects the three discussion groups would consider: initial training for primary teachers; in-service training; the role of the music specialist/consultant, the non-specialist teacher, selection of intending primary teachers, the apparent variations which exist in the courses currently provided, the need for closer links

with the colleges in the arrangements for in-service courses, and the part to be played in all this by the I.C.A. music advisers and advisory teachers. These last were not to be treated as supply teachers at times of difficulty, but their role and title should be clearly defined and understood. The music advisory teacher and the music adviser/inspector should be mutually supportive. The advisory teacher would act as a curriculum coordinator, paying particular attention to the links between the primary and secondary school, and would therefore not be primary-based. The advisory teacher would be invaluable as an agent in the matter of in-service training, would be seen teaching and supporting teachers, and would be an extension of the advisory service.

Maxwell Pryce is General Adviser for Music - London Borough of Borne, Chairman - The Schools Music Association.



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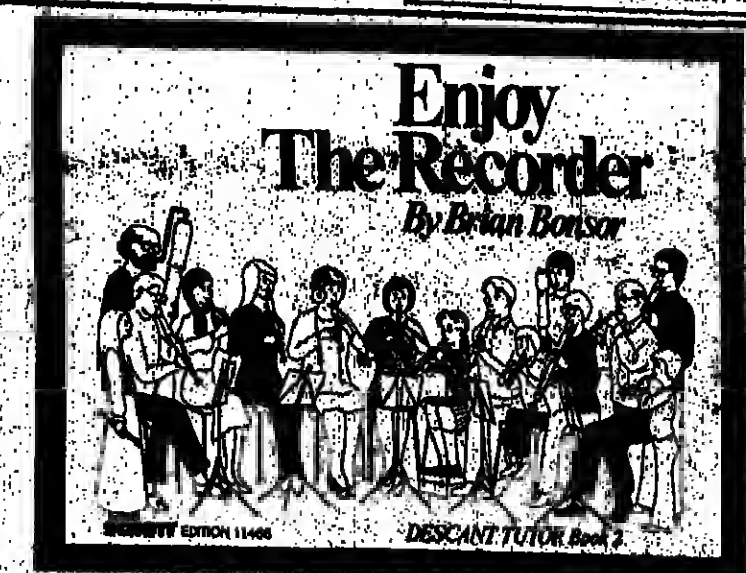
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'Soh' - not a needle pulling thread but a pure sound and a signal. An infant at Ravenstone School sings with Margaret O'Shea, ILEA Music co-ordinator. Photo: Susan Thomas

## Solfa so good

By Susan Thomas

What Maria did for the little Von Trapps in the 1940s and Pavarotti did for the choristers of Arezzo in the eleventh century, dozens of enthusiastic teachers are doing for the primary classes today. For tonic solfa is enjoying yet another revival. And the kids love it.

Recently I went with Margaret O'Shea, an ILEA music co-ordinator, to Ravenstone School in Balham. There I watched her work with one junior and two infant classes.

She was demonstrating the 'Soh' - not a needle pulling thread but a pure sound and a signal. An infant at Ravenstone School sings with Margaret O'Shea, ILEA Music co-ordinator. Photo: Susan Thomas

She was demonstrating the 'Soh' - not a needle pulling thread but a pure sound and a signal. An infant at Ravenstone School sings with Margaret O'Shea, ILEA Music co-ordinator. Photo: Susan Thomas

The older ones took parts and created complimentary rhythms to the main tune; the little ones mimed, bounded up and down for the high and low notes, clapped out rhythm of the songs and made up their own. Not so different from a hundred other music lessons throughout the country, except for the hand signs, the awareness of ear and their ability to sing intervals with such confidence.

The lessons are part of a programme of in-service training. Working in class with the teachers, Margaret O'Shea teaches rhythms, hand signs, one or two notes and a number of songs which can be applied to incorporate a tonic chorus - thus 'had a farm, me-me, ray-ray, doh'.

She adds: 'The Australians have evolved their own programme and, especially in New South Wales, it is

going very well. I felt that their children were much like ours - only prepared to work if they enjoy it and can see the point of the exercise. And with tonic solfa you get immediate feedback - in music, perhaps more than any other subject, it is difficult for the teacher to get feedback. Even quite small children were achieving a high degree of inner listening and their facility with intervals, rhythm and the octave was impressive.'

It is the combination of hand signs, hand signs which helps establish the relative positions of the tones, she says. And a short lesson once a week, reinforced by regular practice, results in young children learning to sing true and to hear the tone.

Young Southerners, with the flat voiced parents, are more likely to be tone deaf than children from areas with more musical speech. It seems, and those areas which have the advantage of speaking a tonal language are virtually never tone deaf.

The latest research to come out of the United States indicates that it is our preference for playing verbal, rather than sound, games with our babies which is responsible for much of this. Tonic solfa to the rescue then.

There are two schools of thought about the origins of tonic solfa and occasional vigorous exchanges between the supporters of John Curwen and those of Kodaly. But it all seems a bit academic. A very readable account of the development of the system is to be found in Bernard Rainbow's *Land Without Music*.

Tonic solfa, says Margaret O'Shea, is particularly appropriate to the needs of many inner-city children - those which little musical background and those from different musical traditions. It is a bridge between the classroom, European music can be totally meaningless for them.

It is not essential for teachers to have done a musical apprenticeship; it is only that they be confident about singing. Intensive, school-based in-service training over two years, with occasional support after school, is sufficient for most teachers. A problem for London children is a musical material for London children is a many cultural and ethnic groups. It is easy to cut across social and religious barriers.

'Take a song like Luce Locket, start to sing and mime it and too late you find out that it is totally unacceptable for Brahmin children. It is something dropped by whoever. Only by trial, error and consultation can you build up a programme which is acceptable.

music, she says.

Whatever the problems, she is now convinced that tonic solfa is helpful. It was not always so.

As an element in the Kodaly method, it has been used extensively with musically-literate children. It is to be found in secondary schools and plays a major part in general musicianship at the ILEA's Centre for Young Musicians and Tower Hamlets scheme. But Margaret O'Shea felt that the material available was too sophisticated for most London children. It was only after a visit to the 1979 Kodaly Festival in Australia that she changed her mind.

The familiar 'doh, ray, me' of the twentieth century, started out in medieval times as 'ut, re, mi, sol, fa' - the initial syllables of the rising phrases of a hexachordal plainchant. 'Ut queant laxis, Resonare fibris, Mi-ra gestorum Famuli chorium' as sung by the rural choristers of Arezzo. And to this day the French call 'doh' 'lu'.

As the 'Gamut' and basis of musical learning, it crops up all over Europe during the next five or six centuries. However, it was not until the first quarter of the nineteenth century that it was adopted by the non-conformist movement in this country, when Joan Glover, a Norwich teacher revised and simplified the system to include a movable 'doh'. John Curwen (an early look and say advocate) further refined it.

For a time the system was so popular that hymn books were written exclusively in solfa, some of the masses, because musically illiterate and some of the musical establishment became increasingly critical. Far from being an aid to the deaf, they said, tonic solfa was replacing it and beneath the weight of all that disapproval, the dots and syllables disappeared from school music books.

Now as an essential element in the Kodaly method, it has reappeared in London and an increasing number of schools are using solfa with younger children. But what of the criticism that it is hard to transfer from solfa to the staff? Margaret O'Shea finds the children have no difficulty with the transition. 'We draw the lines of the staff on the floor and they walk the tune - or use paper plates for notes. It presents no problems.'

Looking at all the Sony Walkmans on the street and train, nobody would accuse us of being a laod without music today but if the solfa revival gains ground, what may we not witness. Already there are occasional adults who can sing one tune, sign a second part with the right hand and a third with the left.

## Multi-racial dimensions

By Leela Floyd

Recent debates on multi-cultural and anti-racist education shows an urgent concern to face and solve social, political and educational issues through the restructuring of the curriculum. Ethnic minority arts and music in particular have come to the forefront of the discussion.

The present music curricula from school to university level is exclusively European and elitist in approach and content. It involves a conflict of values and interests between teachers and many indigenous children as well as their non-white counterparts.

The indigenous child, from any background can turn on the radio, TV or go to the theatre, concert hall or the cinema to hear anything from renaissance to pop, electronic or avant garde music. His interests may differ but he enjoys the confidence of knowing that most of the music which he learns and hears stems from this cultural roots.

The non-white child is considerably disadvantaged in this sense and his culture is also likely to be ignored and undervalued. The consequences of such disadvantage manifests itself in a variety of ways and generates a sense of inferiority, low self-image and identity problems. This and the wider issues of society such as unemployment, and racial discrimination are some of the major underlying factors in which music education must operate.

Modern educators are aware of the crucial role that music can play in affecting social attitudes. Music as a means of non-verbal communication is capable of transcending cultural boundaries and provides an excellent medium through which children can learn to understand and respect each other. As a subject, music is also meant to develop self-discipline, self-expression, social interaction and to 'educate the imagination'.

Whilst recognizing the need to broaden music education for the reasons mentioned, we also need to acknowledge that the appreciation of 'other' cultures can only enrich and enhance western culture. One can achieve a far greater sense of musical awareness through understanding new dimensions of sound, rhythm and tenacity. Yet most books on music have a limited view of the history and development of musical theory and the emphasis is mainly on western music. The fact that non-western music has profoundly influenced western music and musicians throughout the centuries has been undeservedly ignored.

The music of the Hindus, Arabs, Chinese and Egyptians was highly developed long before the Christian era and these cultures helped to shape the musical thinking of later civilizations.

Even though western theory is presumed to date back to the Greeks, there is no doubt that they in turn borrowed many musical ideas from neighbouring eastern civilizations. In this century, western music education reformers such as Orff and Bartok were significantly influenced by the exotic scales, rhythms and musical instruments of the gypsies (who were Asiatic in origin) and the Far East.

More recently, the extraordinary cultural revolution of the sixties, fifties and even before, had a powerful impact on contemporary pop, rock and serious music. Today, such composers as Cage, Messiaen, Hovhanness, Riley, Stockhausen, Reich, Glass, Meyer, the Beatles and countless others show a variety of non-western influences in their music.

Increasing public interest in non-European cultures through the study of yoga, meditation and exotic cuisines, has resulted in a vast selection of literature on these subjects. At the same time, musicians from India, Africa, Arabia, the Far East and the



cultural revolution of the sixties, fifties and even before, had a powerful impact on contemporary pop, rock and serious music. Today, such composers as Cage, Messiaen, Hovhanness, Riley, Stockhausen, Reich, Glass, Meyer, the Beatles and countless others show a variety of non-western influences in their music.

Increasing public interest in non-European cultures through the study of yoga, meditation and exotic cuisines, has resulted in a vast selection of literature on these subjects. At the same time, musicians from India, Africa, Arabia, the Far East and the

Caribbean continue to fill our small and large concert halls. Perhaps it is an indication that musical insularity and prejudices are breaking down to make room for wider perceptions in music.

This change is bound to be reflected in music education and there is a strong case for a less elitist, less ethnocentric music curriculum which is global in perspective and which caters for the needs and interests of our late 20th century community.

Such a pluralist approach should spring from the assumption that the origins and development of musical history and theory are not the exclu-

sive property of one particular culture. There are a few schools in London and in the Midlands that are experimenting and exploring towards newer musical directions.

Indian musicians in the borough of Ealing have been employed to work with teachers and pupils. A concert that I recently attended at an Ealing school was a welcome change. Young children playing on tablas, sitars and xylophones, with their teacher on the guitar performed an interesting synthesis of musical ideas. It had similarities to the contemporary extemporizations of great Indian musicians like Ravi Shankar with other western musicians.

Perhaps some of the most significant areas of curriculum development will emerge through the interchange of ideas between ethnic minority musicians, teachers and their pupils at school. Indian music is also being introduced into schools in several other ways. Visiting dance and music groups perform briefly on auspicious school occasions and pop-artistic sitar, tabla and harmonium teachers cater to a minority.

Several in-service courses are set up which mainly preach to the converted few. Curriculum guidelines on multi-racial education have been issued by certain local education authorities. Some authorities have also helped teachers to visit their pupils' countries.

These activities are certainly necessary. But in reality, one wonders if a short concert on Indian music, a brief visit to an exotic country or even pages of written guidelines can provide the desired knowledge and respect for other cultures. Ideally, such experiences need to be accompanied by the right attitudes and through regular contact with other musical cultures.

In general it would be true to say that Indian music in most schools is a fringe activity and provides the window dressing for social events. It continues to be inaccessible to the mainstream of pupils and teachers.

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EXTRA

# In the Gaelic

By Simon Berry

Controversy has entered the modern world of Gaelic. Not for the first time in its 90-year history, a member of An Comunn Gàidhealach has suggested that all its meetings should be conducted in Gaelic. To an outsider it would seem perfectly logical that a society set up to promote Gaelic culture (the name means The Highland Society) should use the historical language of the Highlands and Islands of Scotland.

Harder-headed members foresee a falling off in membership as perhaps a majority are non-Gaelic speakers. This is a strange state of affairs, and the *Stornoway Gazette* felt duty bound to explain the phenomenon in this way: "For far too long the Gaels have been too weak in promoting their language and have always reverted to English out of politeness to the non-Gaelic speaker."

It is this snail "politeness" that has permitted the growth in Gaelic choirs and part songs in recent years. Often the singers are not native speakers, and very rarely are music teachers fluent in Gaelic, so when choirs are rehearsing a third force must also be present - a fluent Gaelic speaker, known as the tutor, who gives the pronunciation and the meaning of the text to be sung. This division of the workload in choral teaching is reflected in the employment of two adjudicators at competitions.

The annual gathering at which choirs, both adult and school level, meet to test their mettle is the Mod (meeting) which dates back only to 1892 when a Highland patriot pressed for a national festival to emulate the Eisteddfod. It was by setting up the Mod that a tradition of choral singing

was largely established, it once excepted the contribution of the Free Church and Free Presbyterian Church with their distinctive intonation of the psalms.

The Mod still forms the main attraction for both primary and secondary level school choirs in the Highlands and also in some Glasgow schools. An Comunn still maintains a strong grip (some would say a stranglehold) on the proceedings. Each year the prescribed pieces which every choir must sing are selected by a special committee. Choirs may not exceed 26 members and there is no accompaniment, only a key note before the choir starts. "Learners" and native speakers do not compete in the same categories, and at the foot of each page of music is often printed the forbidding memo: "Gaelic stresses and vowel values take precedence."

Judging the choirs (both for music and for the Gaelic) seems to be rather a priestlike occupation. I asked Mr Curtis Craig, a music adviser for the Highland Region, if one could expect to find a distinctive musical interpretation from a choir under these restrictive conditions where linguistic considerations come uppermost. "Although it is not my task to judge the language, I always have to take account of the linguistic requirements in the sound that a choir produces," he told me. "You will find considerable differences of delivery between choirs. You will hear this when two church congregations sing together; they may sound the same when they're apart, but when they're under the same roof you notice the differences in interpretation."

Entering a choir for the National



Lashbar High School Gaelic Choir winner at last year's National Mod

Mod is also something of an enigma to the outsider. Although there are local mods during June and July when choirs have a chance to hear themselves in competition, these are not to be seen as "heats" for the October Mod (this year in Motherwell). The choir and its conductor just decide whether it will be worth their while to attend, and the chances of picking up a prize may not enter into the reckoning. Certainly, the cost of travelling, perhaps from the Outer Hebrides, will be a consideration, as An Comunn can normally provide

only half of this and the school must raise the rest. However, during the October break, which mysteriously coincides with the week of the National Mod, most of the large secondary schools in the Highlands and quite a few primaries will be sending a choir south by sea and by land.

Singing in Gaelic choirs, often involving out of school hours, seems to have maintained its popularity, probably through the dedication of non-Gaelic music staff. This paradox does not seem to worry Mod music convenor Mrs Ann Draper, who argued

against the Gaelic-only ruling at the annual meeting of An Comunn. She judges success by the increasing number of school choirs entering for the Mod. Another indicator is the weekly half-hour radio series *Clann na Ceilidh* (Young children chirping happily) which seems to be very popular with primary schools and also with Gaelic-speaking housewives and others at home in the mid-morning. It has run since 1969 on Radio Highland and was devised by music adviser Arthur Brocklebank as an aid to primary music teachers.

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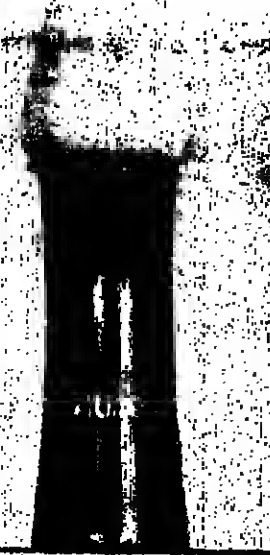
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## Multi-racial dimensions

Asian in population. The major question is whether the syllabus should reflect the individual school population or whether the music education curriculum in Britain should reflect the values of our multi-racial society. If we are committed to promoting tolerance and respect through music then we are obliged to accept the latter.

One of the main problems of bringing Indian music into the classroom is that it has less in common with western music than any other major ethnic culture in this country. To the uninitiated ear, Indian music can sound strange, monotonous and difficult to comprehend. However, that does not mean that no one should try to learn about it through reading, listening, and contact with Indian musicians.

One does not have to enjoy the music of the *slar*, *table* or *sarod* in order to recognize the achievements of Indian culture. It might be helpful, but it is possible to cultivate certain skills and attitudes. There are simple ways of transforming traditional lessons on music with a little imagination.

For example, a jessoo on orchestral instruments is an ideal opportunity to introduce a wide range of instruments from all over the world. Apart from classifying them under the usual four headings of woodwind, brass, percussion and strings, it is also a good idea to take a look at how they are played. How they sound in stereo is a good idea. Many modern western instruments originated from the East and there are some that are closely related in sound and appearance.



and two Indian *santoor* is a close relative of the harp and dulcimer. The varied selection of percussion instruments in both modern Indian and western orchestras provide a wealth of information on the origins, sounds and uses of these instruments in different cultures.

To creative music making the Indian *tal* is an excellent rhythmic *ostinato* for improvisation. The Indian moving drone is another basis for improvisation. In music appreciation one need not be confined to just score reading. There is a wealth of non-written, improvised music which introduces new sound patterns and different methods of listening. When examining the current styles of popular music such as rock, punk, soul and reggae, there is also room for popular Indian music. Nearly all Indian record shops have an overwhelming collection of Hindi pop music. What better way is to look at the songs of the Beatles, Pink Floyd, Yardbirds and Monsoon? In my teaching experience I discovered that one of the best ways of bringing unknown areas of music into the classroom was through the known areas. The possibilities are endless.

Admittedly it is difficult to envisage how teachers with limited knowledge and experience, resource materials and attitudes can develop the necessary changes without an organized and committed national policy. There needs to be a link system between teachers, innovators, advisors, working parties and so on to disseminate ideas, material and information which



will filter through at local and regional level.

Community resources could also be more effectively tapped. Ethnic minority musicians should perform a more effective and structured role within the school. More literature is needed that is palatable, worthwhile and directed at both teachers and pupils. Courses on Indian instruments and music at CSE and O level need to be organized for those who wish to specialize, which may be followed up at university and college level.

These changes demand a concerted effort on the part of educational administrators, teachers and ethnic minority communities. Whether we like it or not future generations will become increasingly involved in other music. The extent of their involvement will depend partly on how our present policies and philosophies have been reshaped.

One cannot expect immediate success particularly as there is always resistance to new ideas at the beginning. No one is suggesting that a radical change in music education will provide instant remedies to our immense and complex problems. However, the importance of promoting tolerance and respect between cultures through a more inspired and relevant music education makes a special effort well worthwhile.

Leslie Floyd, a part-time education adviser to the Minority Arts Advisory Service. She is author of "Indian Music for Schools" (OUP) and works as a researcher on children's TV.

EXTRA

# A microprocessor in the music room?

By Robin Maconie

One of the odder effects of the microprocessor revolution has been the stimulation of popular interest in simple forms of music-making. Odd because the appeal of making music is obviously to those who are not trained in it. Scarcely a week goes by without some publication appearing somewhere in the home computer press on how to poke tunes into, or coax Star Wars noises out of, a Spectrum, Apple, Acorn or equivalent.

The programming involved is often ingenious: the musical result almost invariably primitive. As soon as we begin to apply normal criteria of musicality - melodic invention, expression, tonal quality - it becomes obvious that some other satisfaction is involved in sustaining the popular interest.

As more secondary schools acquire microprocessors, the appeal of music takes on a new significance. Pupils otherwise resistant to teaching may be persuaded to discover basic programming principles if music is the promised end product.

But since the teacher in charge of the school microprocessor is probably not a musician, and since the music teacher is unlikely to perceive any musical value in the results of such simple programming, still less have personal experience of operating a computer, the feeling may well prevail that it should be discouraged.

This would be a pity. Not only would non-mathematical pupils be put off from gaining confidence in programming, but the non-musical would also be prevented from acquiring some extremely useful knowledge of musical structure. Home computers encourage a clearer understanding of the age-old relationship between music and mathematics.

The most rudimentary form of sound generation on a table top microprocessor involves tweaking a small, built-in loudspeaker which was originally designed to act like a typewriter bell, as a warning beeper. By means of programmed instructions, current to the loudspeaker is switched on and off in rapid-fire sequence.

This makes the speaker vibrate, which in turn makes pressure waves in the air which are heard as sound. If the programmed switching pattern is regular and continuous a steady tone is heard. If the pattern is irregular, the listener hears a noise.

More recent microprocessors such as the BBC Acorn, have improvements that give a decent range of properly tuned pitches and outside connectors to a domestic hi-fi. There are further add-on devices and software packages that can upgrade a home computer into a reasonable electronic synthesiser and multi-track digital recorder, accessed by a piano-style keyboard.

But apart from the expense of these extras, it is inevitable that the more complicated and musically decorated the system, the less freedom for the user to use it for simple programming and the more musical knowledge is expected of the user. So the ideal system for the non-musician, as well as the most economical, is one which allows the direct

conversion of numbers into well-tuned musical pitches without having to go via a piano-style keyboard or a form of musical notation software.

The Apple II-based ALF is such a system. In addition to a useful ENTRY system for musicians, it offers a CHROMA program allowing a user to perform mathematical operations, the results of which can be directly translated into tones, semitones and quarter tones.

There is something irresistible about



the idea of expressing number relationships in sound. It invites the microprocessor user into a realm of numerical play unencumbered by aesthetic preconceptions or musical rules. But everyone has some idea about what is music, and so can judge which programming efforts are leading a more satisfying music end-product.

The interaction of pleasing mathematics and satisfying music creates a self-generating cycle of experiment and refinement. Furthermore, whether the user is a musician or not, one is obliged to come to terms from the outset with elements of musical thought that are not to be found in the textbooks.

For instance, the expression  $2 + 2 = 4$  makes sense in terms of musical pitch but in order to make sense the user has to learn the difference between *pitch* and *interval*. To a starting pitch (the first 2) is added an interval (the second 2) to produce a new pitch (the 4). So the two 2s in the sum are not equivalent. The distinction is important - mathematically, I suspect, as well as musically.

A melody such as "Polly put the kettle on, we'll all have tea" D E D C B G B E F sharp G can be written (using CHROMA) as a series of numbers in a DATA file, each number corresponding to a particular pitch: 82 85 82 78 76 68 68 76 62 66 68. Alternatively, the melody may be considered as a starting note to which succeeding intervals up or down are added: 82 +4 -4 -4 -2 -8 0 +8 -14 +4 +2. Or even better, each number can be written as an interval added to a constant representing the pitch of the "tonic" or home note, O: (G=68) +14 18 14 10 8 0 8 0 6 -2 0.

With the first system, each note is precisely identified in pitch but the relationship of the notes in sequence is relatively unclear. With the second, the interval pattern is much clearer, but one's sense of pitch is progressively lost. The third option preserves both an awareness of shape and a sense of pitch. Since melody is normally remembered as a shape rather than as a sequence of precise pitches, this can be said to be the most "natural" option.

It follows that the very process of deciding on a system of expressing a melody in number form is going to teach the novice to handle quite difficult concepts of absolute pitch, relative pitch, key, and interval. Furthermore, the third option allows the user, by changing the number

representing the tonic note, to transpose a given melody up and down, thus introducing the concept of modulation. Modulation in turn can be used to instil an awareness of pitch as a space-like continuum.

As for pitch, so for time. Notes have length as well as height, and in translating time information into numbers for microprocessor programming, the user is led to an awareness of a further series of critical distinctions. In music the length of a note is a function of rhythm and tempo as well as simple duration.

In normal life, when we hum a melody we fit a remembered rhythm to an arbitrary pulse and end up with notes of specific length. The process is reversed with the microprocessor, since we start with the idea of precise durations and only gradually work through to concepts of tempo and rhythm.

The problem here is that microprocessors are designed to work very fast and without wasting time. The user has to design a program which will oblige a microprocessor to wait the right length of time for a particular note. Since even microprocessors work at different speeds, depending on their complexity, the right timing program is a matter of individual trial and error.

The simplest method is to incorporate a FOR...NEXT loop, which tells the computer to count up to a given number as many times as is indicated by the number read from the rhythm DATA file. Suppose, for example, the melody rhythm is "Rule Britannia", having counted the beats, we have a rhythm number sequence as follows: 6 2 2 2 (+2) 2 3 1 2 2 8. Rule, Bri tan nia! rest - Bri tan nia rules the waves.

We quickly find that the time-proportions are accurate, but that unless the melody is to be played uncommonly fast, each note has to be delayed by a constant amount multiplied by the data. (An instant's thought will confirm this: a three-beat note is equivalent to three times the beat value, not to the beat value plus three.) Therefore the program has to read the rhythm value; multiply it by the time constant; and count up to the product.

As with the system of writing a melody in terms of intervals from a key note, so the system of writing a rhythm as time proportions allows the user to vary the constant factor at will, in this case resulting in alteration of the playback tempo.

From learning to distinguish rhythm from tempo, and both from absolute duration, the novice comes to realise that time, too, can be treated as a space-like dimension, in which very large rhythms can be construed as identical to very small, the difference being in the degree of enlargement or reduction of the time-scale. Not only that, but time can be reversed, and melody too, by having the information in DATA files called up in reverse order.

Given a certain amount of sympathetic guidance it is possible for a relative novice to programming, with very little grasp of conventional music theory, to develop a familiarity with some of the most recondite aspects of musical structure, as expressed in renaissance Mass, baroque fugue, and modern-day serialism.

This sort of understanding of underlying musical mathematics is widely neglected even in music departments of higher education. The fact that the microprocessor has sparked off a popular enthusiasm for musical number manipulation is to be welcomed as perhaps signalling a return to a more balanced appreciation of what the art of music is really about. For too long music has been regarded as a matter of enjoyment rather than of thought and design.

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EXTRA

# Something to sing about

Hugh Canning surveys recently published musical books for classroom use

At a time when music might be regarded as being on the educational cake, it is encouraging to encounter so many new musical books coming out of the publishing houses, many offering teachers distinct but difficult choices: "which song-book should I use, which recorder manual, which general introduction?" In the course of this survey I hope to be able to point them in the direction of publications best suited but, initially, I should draw attention to an item which merits study by all teachers, heads of department and educationists: *Sings a Song of Six-Year-Olds*, by Roger Buckton (New Zealand Council for Educational Research, available on order through Whitcoulls, 6 Royal Opera Arcade, London SW1) makes a convincing case as I have read for the beneficial effects of early music instruction, against bland acceptance of "tone deafness" in certain children. By confining vocal accuracy in Auckland schoolchildren, Dr Buckton found that those classes where pupils of Polynesian (Maori and Samoan) background predominated tended to produce better results than those where European children comprised the majority. He attributes the Polynesians' capacity for in-tune singing to a stronger musical emphasis in the family environment, though he also discovered that European classes showed a marginally more acute sense of pitch perception than Polynesian counterparts. He concludes that the earlier the problems of "monotone" (vocal inaccuracy) are tackled the easier it is to take remedial action.

A handful of song collections designed for the very young child have recently come onto the market and all deserve the attention of nursery and infant schools. Unseasonably, I begin with *Sing a Song for a Baby*, by Mary Martin and Valerie Stumbles (Holt,

designed to promote physical, mental, social and emotional development in young singers. They put everyday experiences, waking, dressing, going to school, into musical expression and the collection is illustrated by John Wood. A cassette of some of the songs is available. I also liked the witty graphics of Margaret Chamberlain in Alison McMorland's *Brown Bread and Butter* (Ward Lock Educational, £5.95). Here is a selection of some of the by-ways of the nursery song repertoire interspersed with some game suggestions.

Another unusual anthology is *The Silly Song Book*, by Esther Nelson and Joyce Behr (Sterling Publishing Co £6.95), an entertaining introduction to the zany world of American lore in its multifarious guises. More specific is June Tillman's selection and arrangement of 32 Gallard Spirituals (Stainer & Bell, £2.95), an important collection which makes the rich negro vocal heritage available to a wide range of schools. Tillman includes a moving commentary on the background of the spirituals and their origins in the slavery of the African peoples in America. As the fountainhead of jazz and "popular" traditions, these spirituals occupy a central position in the development of song and I recommend this collection most urgently.

In *Popcorn* (Cambridge University Press, £1.50), Tim Norell and Ulf Wahlberg have chosen and arranged some of the more melodious "pop" classics for classroom use, offering teachers the opportunity of bringing the music of youth into schools with such favourites as Steve McTear's "Streets of London", Lennon & McCartney's "When I'm Sixty-Four" and Abba's "Thank You for the Music".

More new music comes from Basil Blackwell Publishers. In the form of

Wildlife Fauna and the BBC's Pebble Mill at One has produced a compilation of Sounds Natural, A World Wildlife Songbook (Boosey & Hawkes, £4.95) comprising winning entries to a school song-writing competition on the subject of nature conservation. Inevitably there is a strong element of propaganda in their message but the pupil composers have responded with great conviction to the problems of the natural world in a hostile, mechanized environment.

Some marvellous "open air" numbers are included in *The Wind that Shakes the Barye* (Applause Press £1.75), a handy pocket anthology of Irish folksongs by Gareth Jones. It is not really ideal for classroom use, since the printed melodies and words are very small, but there is a good variety of some of the best Irish songs and guitar chorusing is indicated.

For more advanced singing classes Paul Hillier has provided and edited *300 Years of English Part-Songs* (Faber, £2.95) a cross-section of the repertoire he has done much to popularize with his Hillier Ensemble. The music ranges from the Tudor madrigals Thomas Ravenscroft to the Victorian Arthur Sullivan. On the way, you meet some drunken, mysticist glees which may offend liberated young female students and teachers!

Many of the collections for younger children include actions and games to accompany the singing but I also have a group of books in which physical activity forms an integral part of the writers' aims. A typical example, *Music Games to Make and Play*, (Macmillan Education, £5.95) has been devised by June Tillman to explore concepts of sound through the medium of familiar game structures. We have *Rhythm Snakes & Ladders* and *Rhythm Rings* alongside com-

projects. Each song has a particular game function: ritual greeting, parading or acting out a story and some can be heard on a cassette.

Older primary children and their teachers may derive lots of fun from Dians Holland's five musical plays, *Barnabus the Dancing Bear* and other stories (Ward Lock Educational £5.95). She gives detailed instructions for a full-scale, end-of-term staging with scenery but they are equally suitable for a read-through in the classroom. Her story-telling gifts are fresh and humorous, her songs simple and direct. Each play concludes with an appropriate recipe for a school party.

Finally, in this group, *This Little Puffin*, compiled by Elisabeth Mather (Kestrel Books £5.95) is now available in hard-back and its useful collection of finger games, rhymes and songs should continue to provide ideal fare for the home or nursery school.

The bewildering world of crotchets, quavers, breves and keys pose a serious challenge to the young primary teacher, but Leslie and Angela Carter have come up with a brilliant solution. *The Music People* (Chappell Music £2.50) opens up a comic-strip cavalcade of attractive characters, Treble the Cat (G Clef), Bass the Snail, Flat, who flattens Crotchet with a mallet and Dr Natral "who puts notes right" (Leslie Carter's drawings are exceptionally clever and witty and I recommend this delightful book as a painless introduction to the rudiments of music theory. Geoffrey Winters' *Music Theory in Practice*, Book 1-3 (Longman, 95p each) covers the same ground but goes further in a more sober style with systematic, clear explanations which stick closely to the musical symbols likely to be encountered by the pupil.

*Into Music*, by Peter Brown (Holt, £5.95) is a rather muddled course through the various stops of theory and providing confusing diagrams. The illustrations, too, look flat and uninspired when compared to the Carter book, though this manual is clearly designed for older children. All too often, however, the questions

set at the end of each section, seek merely to ascertain whether the child has comprehended the text rather than responded to the musical lesson.

I find this a major fault in two books by Paul Farmer, *Instruments of the Orchestra* (Longman, 95p), a very basic guide and *A Handbook of Composers and their Music* (Oxford University Press). The latter is full of factual errors - Purcell was a professional singer all his life and Queen Mary was not Charles II's wife - and does little to allow the reader's imagination to flourish. His description of Mozart's wife - was it necessary - is of the "Amadeus" school of history and his question: Describe Mozart's wife... Do you think she helped Mozart? is ludicrous.

A better general introduction comes also from Faber, *Your Book of Music*, by Michael Short (£4.95) and I much prefer Roy Bennett's *Instruments of the Orchestra* (Cambridge University Press £1.60) which has lavish musical illustrations and valuable lists for suggested listening. A cassette containing specific musical passages referred to in the text is available at £7.50.

From orchestral instruments to the recorder, no longer confined to the classroom thanks to the great advance of interest in early music, *The Recorder* (Longman, 95p) by Roger Bush with illustrations by David McKee (A & C Black 95p each) can be purchased, for home use, as *Hey Presto* (£3.95) and both versions make a lively introduction to recorder playing. Advanced players and adult learners will want to own *The Recorder Book* (Gollancz £5.95 paperback), a comprehensive method of recorder playing by Kenneth Wollitz covering all aspects to technique, style, consort playing and repertoire. The text employs American notation terms (whole, half, quarter, etc. notes) and ending colloquial terms ("pinkie" for little finger) but these are explained in the foreword. Colin Stermo's survey of musical notation for the instrument and representative selection or repertoire only enhances the value of this compendium, a must for all serious players.

For the young child, *Music for Little Fingers* (Holt, £5.95) is a course through the various stops of theory and providing confusing diagrams. The illustrations, too, look flat and uninspired when compared to the Carter book, though this manual is clearly designed for older children. All too often, however, the questions

EXTRA



## Wheel in the piano!

By Bernard Kiernan

As I drove over the moors on a sunny May morning, the car on automatic pilot, I looked at the distant hills, which, I fancied, were definitely not alive with the sound of music. I realized that it was Wednesday. In the life of a comprehensive school, Wednesday is not a day of any particular note, but it does signify a sort of sag in the week - a sort of "no man's land" between the sudden shock of Monday and the beady euphoria of Friday.

I had taught at this particular school for some years. Its daily routine of bells, books (no crotchets) was second nature to me now. Its situation in a small industrial town was no longer a stimulus to dreams of finer academics of the country variety. Its pupils could no longer shock but could deliver some hefty surprises.

Today, like all days, would begin with morning assembly. At 8.55 am the best (upright) piano would be wheeled out, together with yours truly. Must make sure the hymn book is given out today - earlier in the week the head had been reduced to the most uncharacteristic silence after warbling the first two lines of the chosen hymn as an unintentional solo. She was not amused.

Oh dear! The singing could be better. I wonder how we could improve it? It has been suggested that piano should rise from a sukkon pit while coloured lights play on the maestro who would then lead the assemblage company to a rousing rendition of some noble melody. Backa would be straight, lips would quiver, an encore would be demanded, the head would offer a Scale 4 and a baby grand. Oh calm down you fool, that cyclist distinctly wobbled as you passed him.

I suppose the staff could be of greater encouragement in assemblies, but they seem to range from the musically inept to the vocally deranged. Let's see, who should be in assembly today? There's Mr Crabtree - now there's proof of life after death. Mr Jackson - I suppose he thinks that I haven't noticed his penchant for mime. Mr Haig - oh good! A real on-busiest, comes to assembly even when he should be registering his form (whom he loves dearly). Singa robustly (if usually in the wrong key), and gives modulation a whole new meaning.

After this, I suppose I will have to settle for a quick solo, a less than friendly glare from the head and a hasty (but dignified) exit. I suppose that if the head doesn't deliver one of her morale-boosting blockbusters, or tries to boost the sale of raffle tickets for the school raffle (first prize - a print of the main school building, signed by the head of art and euphemistically described as a limited edition). I could have time for a quick cigarette in the staffroom before facing the first class of the day, Form 2S. Now let's see what am I doing with them today? God, was that traffic signal on red? Oh yes, its rhythm work via the dreaded flashcards. Not for nothing am I known as "the phantom flasher of the music department".

Form 2S have a rather undear quality. They seem to have the knack of demolishing the most carefully prepared lesson without even intending to do so. Give them something to copy and the music room positively echoes with sighs of contentment. Problems arise only when one attempts to teach.

It's semiquavers today. The ta-fa-te-fi has been overtaken by Coca-Cola (must check on possible commission) and the blackboard exercises, by flashcards, and the dreaded Banda handouts. I suppose last week's exercises on crotchets, quavers and "mimimise" went reasonably well though some of the clapping work did rather resemble a round of (vol-dervol) applause.

I suppose that we could end with a song. Must take more care with choice of material here. Several pupils have developed a distinctly dim view of Jamaica since singing that "the nights are gay" Ah, well, at least break follows.

After break, the joy of two free (sorry, "non-teaching") periods. I must chase up those pupils on the peripatetic blacklist. It appears that John has missed two weeks' trumpet lessons (the cat's been giving birth, Sir), Jason has attempted to clean his baritone with a brillo-pad and Joen's *Tune-a-Day* has disappeared under mysterious circumstances.

The joys of practical music-making to Form 1G. I am using glockenspiels with this group to promote a literacy programme. (It seemed like a good idea at the time). I once associated bell-like tones with Heaven - I am now less convinced, and ponder their relationship with the other place!

Things were not helped last week when the head of drama, not the Isadora type, bustled in, in exuberant mood, to proclaim that her drama group had reached a crucial point in their rehearsal and must have the music which went "da-dah-dah-dah" (expressed as a monotone). I handed her a record chosen quite indiscriminately, declaring in an authoritative voice "side two, track one". She went away quite happily, though what her drama group made of Shostakovich's Symphony No 5, (Slow Movement) I dread to think. I suppose that it is unlikely that the distraction caused by the appearance of a ferret, (for my English talk, Sir) will be repeated this week.

I really must try to make some progress with the glock work this week. I wonder if the authors of the "simple" courses for this medium have any idea of the trauma inflicted on their unsuspecting devotees? I find that it is usually at the half-way stage in these lessons that one ponders the possibility of installing an optic in the store-room - usually after some innocent, on discovering the disintegration of his beater, declares in a loud voice, "Sir, I've lost my ball", at which the rest of the class dissolve into amoebe-like blobs.

After this, sweet relief, I am due to invigilate an examination. French I think. After initial cries of "I can't read his writing, Sir", and "There are no questions on weather, I revised weather, Sir", I suppose this could be a peaceful time during which I can contemplate the mysteries of the universe, the genius of Mozart and why that (younger) creep has just been promoted to head of interdisciplinary studies (Scale 4).

That will bring me nicely - well - to 3.55, when the school bell (if its working) will signal "the end" to the majority of pupils and staff. I wish someone would repair this signal of release. It is not entirely satisfactory to judge the end of the school day by the arrival, often early, of the fleet of ice-cream vans at the school gate. I noticed that one of these purveyors of dubious nourishment usually heralds its arrival by the strident strains of *For Elise* played on what sounds to be an economy-size glockenspiel and usually coming to a most abrupt and unmusical end mid-way. I suppose that if I could time it correctly this could form the high point of a lesson on Beethoven. I could give a whole new meaning to "making the curriculum relevant to the pupils, as perceived in their own environment".

continued

## A Handbook of Music Games

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Please send me approval copies of the books ticked below:

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☐ **Gamesmaster's Handbook** by Donna Brandes and Howard Phillips price £4.95 net  
☐ **Music for GCE 'O' Level** by Jane Corbett and Vava Yelverton price £2.75 non-net

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## Rock around the workshop

Report by Brian Ley



Jon Scott, trumpet and keyboard player with "Pleasure Pops" from Kelly College, Tevelton, winner of the 1983 TSB Rock School Competition. Jon is also a member of the National Youth Jazz Orchestra.

to a growing number of those children who show an interest in playing orchestral instruments, guitars and percussion, and who take part in extra-curricular musical activities in their school orchestras and bands. Teachers seem happy coping with the more talented musicians in extra-curricular activities. These pupils are the self-motivated ones who will often work on their own with occasional directions from the teacher. In this category can be placed the school pop groups, and it is not unusual to find teachers with little expertise in this type of music prepared to advise and encourage their pupils by allowing them to use facilities and school equipment in order to pursue their

Given this, and the frequent lack of suitable instruments in the classroom, it is any wonder that teachers are apprehensive about using pop music in a practical form? Yet here is a form of music which in origin is elemental and a natural progression of the type of musical activities that children will probably have experienced as part of their music education. In primary schools - repeated rhythmic and melodic patterns, simple harmonic sequences, and so on.

The main thesis of the argument put forward in the teachers' workshops was that pop is an important medium through which children can develop skills and techniques and explore concepts, which will lead them to a greater appreciation and understanding of music. The workshop examined simple ideas in pop music, rhythms, chord sequences and vocal harmonies, all of which progressed in difficulty in accordance with the particular style of music demonstrated. These were also practical suggestions for using Latin American, Afro-American, percussion instruments and the less expensive synthesizers in the classroom.

TSB Rock School has in the past two years uniquely catered for the pop performers. This year's introduction of the teaching seminars/workshop of the teaching seminars/workshop attracted more than 300 teachers in the seven venues and reflects the growing interest in the use of pop music in the classroom.

Brian Ley is a music tutor for east Devon and has directed TSB Rock School workshops.

The annual final of the Trustee Savings Bank Rock School Competition was held in Manchester on Thursday March 24. From hundreds of original entries, 48 bands were invited to perform in six regional heats. Eight groups, the six winners and two best runners up, were then selected to take part in the national final before an enthusiastic audience of school-colleagues and a panel of judges who included singer Barbara Dickson and rock musicians Ian Gillan and Frank Maudsley. The final was compered by Mike Read of BBC Radio One and filmed by BBC Television's *Nationwide*.

The overall standard of performance has improved in the three years since the competition was established: there is now more emphasis on original compositions from the groups, and a greater variety of styles of pop music. The winning group, Pleasure Pops from Kelly College, Tevelton, Devon epitomised this originality and variety as, indeed, did all of the finalists. Their first prize of £1,750 and a further £1,000 of musical equipment for their school was presented by Mr Ken Claret, general manager.

### MUSIC WEEKENDS

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MINISTRY OF DEFENCE  
SERVICE CHILDREN'S EDUCATION AUTHORITY

## Senior Teaching Appointments in (North West Europe and the Far East for January 1984)

1. The Ministry of Defence invites applications from appropriately experienced teachers for the following posts which are to be filled by January 1984:

### WEST GERMANY

#### HEADTEACHER

William Wordsworth First School, Sennelager (Group 5)

William Wordsworth School caters for children aged 5 to 9 years and occupies purpose-built "CLASP" accommodation. There are approximately 300 pupils on roll and 14 teachers.

#### HEADTEACHER

Hamer Primary School, Hamer (Group 5)

Hamer Primary School is a traditionally built school with 300 pupils on roll and a teaching establishment of 14.5. Attached to the school is a unit which caters for the Special Education Needs of up to eight children.

#### DEPUTY HEADTEACHER

St Andrew's Primary School, Rheindahlen (Group 5)

St Andrew's School is a traditionally built primary school with approximately 300 pupils on roll and a teaching staff of 13.

#### DEPUTY HEADTEACHER

Suffolk Primary School, Minden (Group 5)

Suffolk School occupies purpose-built accommodation. There are 250 pupils on roll and 12.5 teachers in this traditionally designed school.

#### DEPUTY HEADTEACHER

Gatow First School, Berlin (Group 5)

Gatow School is one of three First Schools in Berlin for children aged 5 to 9 years and is situated in purpose-built open plan accommodation at RAF Gatow. There are currently 300 pupils and 15 teachers.

### BELGIUM

#### HEADTEACHER

The International School is a large campus composed of several national sections some catering for both primary and secondary pupils. The British Section takes children aged 5 to 11 and is similar in nature to other Service Children's Schools in North West Europe. There are currently 250 pupils on roll with 12 teachers; the accommodation is traditionally built.

### HONG KONG

#### HEADTEACHER

Stanley Fort Primary School (Group 5)

Stanley Fort School caters for the children of the resident battalion, the Headquarters British Forces and civilian staff in Hong Kong. There are approximately 270 children on roll and 13 staff (including the Headteacher). The building is based on pairs of linked classrooms sharing craft and quiet areas and has a large hall, room for remedial and A/V work and access to sports field and a swimming pool.

An ability to continue the tradition of good relations with parents; to maintain a strong moral tradition and to further develop involvement in curriculum development, INSET and computer education will be looked for.

### DEPUTY HEADTEACHER

St Andrew's Primary School (Group 6)

St Andrew's School caters for service families living in Kowloon and Stonecutter's Island. It has approximately 340 children on roll and will have 16 staff including the Headteacher. The school is located in a busy part of Kowloon and enjoys generous accommodation which allows separate rooms for music, library, remedial work, TV and cooking. It shares large playing fields with the Services Comprehensive School and has ready access to a swimming pool. The Teachers Centre is located in the comprehensive school.

The successful candidate will have varied teaching experience and will be able to offer considerable curriculum width and depth and have organisational and administrative experience. Duties will include admissions procedures, maintenance of individual and work records, to compile and control the duty system and to compile the project work system in the school. A part-time teaching commitment is expected in the upper junior school though some teaching throughout the school will be necessary. An interest in sports, camping, school outings and extra curricular activities is expected.

### BRUNEI

#### DEPUTY HEADTEACHER

Berakas Primary School (Group 3)

Berakas School caters for children of contract and loan service personnel in the Royal Brunei Malay Regiment (RBMR) who are either serving or ex-serving members of the British Armed Forces, and children of British civilians attached to RBMR. There are currently 110 pupils and six staff including the Headteacher and one half time remedial teacher. The school is located within military barracks alongside family quarters and other welfare provisions; it has pleasant teaching accommodation and access to school sports facilities.

The person selected will teach in the top end of the Junior School but be able to offer assistance throughout the school. A strong bias towards language development and a commitment to sport coaching and extra curricular activities is expected. This appointment would particularly suit a person whose spouse would be able and willing to teach in the same school when a suitable vacancy occurs. A driving licence is essential.

2. Candidates for all posts will be expected to show a disposition to work with the local military community and maintain good relations with the local community.

3. Salary is in accordance with the Burnham Scale. In addition the London Area Allowance of £300 per annum is payable. FOREIGN ANNUATION normal rights are safeguarded. ACCOMMODATION is provided rent free. DURATION OF ENGAGEMENT: in West Germany, Belgium and Hong Kong initially for a period of three years, in Brunei initially for a period of two years.

4. All applicants should be normally resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools overseas after the age of 50 and therefore the preferred age is under 47 at the commencement of the engagement.

5. Requests for an application form and further details about these posts should be made to:

Ministry of Defence, CM(S)4L  
Room 343, Lagoon House  
Theobald Road  
London WC1X 8RY

or, by telephone on  
01-430 8504/8387/8667

6. The closing date for completed application forms is 29th July.



## ZAMBIA INSURANCE BUSINESS COLLEGE DIRECTOR

Age 35+

Salary Package c. £25,000

The Zambia Insurance Business College was established in August 1980. It has undergone rapid expansion and is now one of the largest insurance colleges in the world. The College is an autonomous educational trust, with students attending from Zambia and neighbouring countries.

The College offers a variety of courses leading to qualifications in insurance, accountancy and general business examinations. Courses are also provided in management, finance and computing.

The Trustees invite applications for the post of Director, who will be responsible to the Trustees for all aspects of the College's operations. The Director is also Chairman of the Academic Board, which determines academic policy and standards. Applicants must have an insurance qualification and experience in education or training. An appropriate university degree and/or further professional qualification will be an advantage.

The package includes free housing, with all amenities; car, club subscriptions; and paid home leave for yourself and family etc. In addition a 28% gratuity of total gross salary is payable (tax free) at the end of the three year contract.

Applicants should send full CV's to the Director, Zambia Insurance Business College, c/o Sarah Smith, BDC (International) Ltd, 63 Mansell Street, London E1 6AN



## TEACHER TRAINER Middle East

English Language Teaching  
for the  
Arab World/Oxford University Press  
(ELTA/OUF)

Require a teacher trainer from September 1983. The post is based in the Arabian Gulf and the main responsibility is to assist Ministries of Education in the effective implementation of ELTA/OUF English Language teaching materials in schools.

The successful applicant will have an MA in Applied Linguistics and at least four years relevant teaching experience. A knowledge of the Arab World would be an advantage.

An attractive salary is offered, free accommodation and a car. The initial contract will be for two years.

Candidates should apply in writing to the Assistant Director, 37 Dover Street, London W1 (Tel: 01-408 1343), supplying a full CV and giving a contact telephone number.

THE GRANGE SCHOOL, SANTIAGO, CHILE

Required as soon as possible

## TEACHER

Responsible for Computer Education

throughout the School. Burnham Scale 3 + 10%; 3 year contract, renewable; less paid; accommodation provided and a Medical Scheme similar to U.K.

The School is looking for a teacher with experience in developing computer courses and, if possible, more general applications to teaching methods across the curriculum. Some Mathematics and Physics teaching will also be helpful at first.

The Grange is a coeducational day school and a founder member of the Association of British Schools in Chile.

Apply by letter, with curriculum vitae and names of two referees, to:

Mr. MacKenzie at 42, Draycott Place, London, SW3 2BA (Tel: 01-584-7753) from whom further information is available upon request.

Closing date: two weeks after appearance of this advertisement. Please enclose a self-addressed envelope.

## Science Teacher/ Admin. Officer

Karachi, Pakistan

An Administrative Officer/Science Teacher required to start January 1984, to assist the Principal in all organizational and academic matters concerning the running of the Boys' Secondary School.

The job (broadly) entails the following duties and responsibilities:

1. To prepare, implement and co-ordinate the syllabus for the 'O' level classes.
2. To guide the teaching staff on all academic aspects.
3. To control and conduct an effective system of internal examinations.
4. To organize and carry out the running of the school laboratory.

The person should be qualified and have a minimum of 5 years teaching experience in any one of the following subjects, or a combination:

- a) Physics b) Chemistry c) Maths.

Minimum age: 35 years. Administrative experience preferred but not necessary, however, should have an aptitude for the same.

The job would be on a contract basis offering return fare and furnished accommodation. Attractive salary offered, negotiable a.s.a. Alternative employment possible for spouse (if qualified teacher).

Please send hand-written applications, stating complete bio-data, experience etc should reach Box Number by 15th August.

Interviews to be held in London.

Further information to be provided at time of interview.

Apply to Box No. TES 00004

Apply to: Mr. John's Lane, London EC1M 4BX

## Science Materials Adviser National Curriculum Development Centre

### LESOTHO

Duties: Required to assist in the identification and training of teachers and curriculum developers in the writing of instructional materials for primary schools. Also to assist in the actual development, trial and production of materials in English and the curriculum development process for both primary and secondary schools.

Qualifications: Applicants aged 30-60 years should be British citizens with a degree majoring in Science plus a degree or some experience in curriculum studies especially for primary schools. Knowledge of Sesotho is desirable.

Appointment: 2 years. Salary (UK taxable) in accordance with qualifications and experience, plus a variable tax-free Foreign Service Allowance currently in range £384 to £2,445 per annum depending on domestic circumstances.

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention.

For full details and application form please apply quoting ref AH372/KE stating post concerned and giving details of age, qualifications and experience to:

Appointments Officer,  
Overseas Development Administration,  
Room AH 351,  
Abercrombie House,  
Eaglesham Road,  
East Kilbride,  
Glasgow G75 8EA.



## OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS  
TO HELP THEMSELVES

Education Department

## Senior Careers Officer

Grade PO1A £9,945-£11,052 pa  
plus £747 London Weighting

Required for Careers Service, Hampton House, 15 Dyne Road, Kilburn NW6 1YD. Applications are invited from candidates with substantial Careers Service experience, to join the senior management team of the Careers Service.

The postholder will be responsible for the management of the Welfare Careers Office and the School Careers Team of Careers Officers working in the southern part of the borough. As a member of the management team the postholder will be expected to contribute to the development of the Careers Service in general.

Brent is a highly-motivated borough. Applicants should have a minimum of 5 years' experience in developing services that reflect the diversity of the borough. 8.45am to 5.00pm Monday to Thursday, 8.45am to 5.45pm Friday.

Alternate Wednesdays 5pm to 7pm (flexible working hours is available). Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled persons. Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall, Avenue, Forty Lane, Wembley, Middlesex HA9 9BB, returnable by 29th July. Tel: 01-903 0371 (24 hour Answerphone service). Reference number E88 must be quoted.

London Borough of

## BRENT

## Strathclyde

GLASGOW Sub-Region

EDUCATION DEPARTMENT

## USER SERVICES MANAGER (Computer Services)

Glasgow College of Technology  
Salary scale: S02 - £12,108-£13,077

Applicants must possess a degree or equivalent. The person appointed will manage a small section providing support services including applications software, system software, advisory service and documentation, mainly on OEC System 20's.

Application forms may be obtained from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House 3, 100 St. George's Place, Glasgow, to whom completed forms quoting Ref G4062, should be returned by 22nd July 1983.

RENFREW Sub-Region

COMMUNITY EDUCATION WORKER

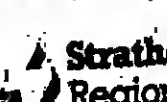
Linwood/Johnstone Area Community Education Team, based at St. Margaret's, Johnstone

Salary scale: DEW - £7,404-£8,860 plus 7½% irregular hours allowance. The main tasks will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work covered embrace youth work, adult education with special emphasis on the unemployed.

Applicants must hold the Diploma in Community Education. Job description available on request.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Office, Cotton Street, Paisley, to whom completed forms, quoting Ref. H46, should be returned by 22nd July 1983.

R.M.O. MCULLOCH  
Director of  
Manpower Services



### OVERSEAS continued

### VENICE

Letters of application are invited from infant school teachers with TEFL experience for a post teaching 7-11 year olds in the International School, Venice. Salary £4,000-£4,500. Interviews in London in late week of July. Successful applicants will automatically be considered for a post in the International School, Venice. Please use express post and enclose telephone number. The British Centre, 110, St. Mark's Place, Venice, Italy. 460000

### ZIMBABWE

FALCON COLLEGE, Bulawayo, Zimbabwe. Required at this independent boarding school for boys aged 11-18. Graduates in Mathematics and/or Physics and Chemistry to all levels. For full details apply to the Headmaster, who will interview for interviews. August in the U.K. 460000

SFL Posts in Southern Europe for free registration and cv. 140853. 01-584-7753. 460000

## Administration Local Education Authority

### POWYS

COUNTY COUNCIL

EDUCATION DEPARTMENT

RECRUITMENT SECTION

OF YOUNG FARMERS

APPOINTMENT OF

GRASSLAND ADVISER

Applications are invited for the post of Grassland Adviser. The post is based at the County Office, 10, St. David's Street, Carmarthen, SA31 1JF. The successful candidate will be responsible for the provision of advice and assistance to young farmers in the Powys area. The post is a full-time position and will involve a significant amount of travel. The salary is £11,000-£12,000 per annum. Applications should be sent to the County Council, Education Department, 10, St. David's Street, Carmarthen, SA31 1JF. Closing date: 22nd July 1983.

Further details and application form may be obtained from the County Council, Education Department, 10, St. David's Street, Carmarthen, SA31 1JF. Tel: 01292 44111. Fax: 01292 44111.

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ROYAL SOCIETY OF  
ARTS EXAMINATIONS  
BOARD

Applications are invited for the post of Chief Examiner in the following subjects:

**SINGLES SUBJECT EXAMINATIONS**

Statistics Stage I  
Mathematics Stage I  
Book-keeping Stage I  
Accounting Stages II and

113524 560000

**HERTFORDSHIRE**  
**EDUCATIONAL**  
**PSYCHOLOGIST** (Part-time)  
Applications are invited for  
this permanent half-time  
vacancy in the Cerorum Divi-  
sion of the County from  
September, 1982. The oca-  
sion will be held in Hemel Hempstead.

The successful  
will work with a  
ordinary and apes

advice to them, assessing the psychological needs of selected pupils and recommending on the basis of the psychological tests and other data. The psychologist will be expected to monitor admissions to, and the progress of, the special classes and will also be a member of the Child Guidance Team.

Applicants should have a good knowledge of the psychology, adequate and relevant teaching experience and a minimum of two years' educational psychology. Further details from the County Education Officer (RB) Education Department, County Hall, Hereford, HR1 2AA, will be sent on request.

SECRETARY/PA required for the Headmistress of a Girls Public School, 470 girls. Good, honest and typing required, and good administrative ability. As far as possible, experience of schools, an ability to work with people, discretion and mature judgement. Salary negotiable according to experience. Small flat available. Apply in writing to the names of referees to the Headmistress, Wycombe Abbey School, Wycombe, Bucks. HP12 1PL.

**WOLVERHAMPTON**  
STUDENT UNION ADVISOR  
UNIT MANAGER  
Salary Scale: £6,600 - £8,100  
- AP4 + C Brslo - AP4/AR  
(Currently under review)  
The Students' Union of  
Wolverhampton Polytechnic  
requires a manager to run  
Students' Union Advice  
in line with the policies  
of the Students' Union of  
Wolverhampton. Unit provides a

[illegible]

**Child Care**  
SUSSEX  
GREAT BANGOR SCHOOL

A vacancy exists as of September 1, 1982 for a Team Leader at this independent residential special school for boys between the ages of ten to sixteen years. The successful applicant will be responsible for leading a group of child care staff who are responsible for a specific group of boys. A three roomed detached cottage on the school campus is available.

of a reasonable rent.  
 Apparitions, giving  
 curriculum vitae to  
 with the names and add  
 of three referees, show  
 sent immediately to the  
 Principals at the  
 address, (143861) a

**ORKNEY I**

**EDUCATIONAL PSYCHOLOGY**

**£10**  
**+ Island**  
We currently h  
Guidance Service c  
Educational Psych  
The work is ho

Psychologist, although will also be considered. Applicants should have a degree in Psychology (or equivalent) and a teaching experience. A driving licence and

which an essential  
Salary placing  
Housing may be a  
removal expenses  
Further details  
should be returned

RECEIVED

Application forms returnable by 21st June, 1981, and further details are available on receipt of stamped addressed envelope from the Director Personnel and Management Services, County Hall, Carmarthen.

NT  
7  
1st

**Wiltshire  
County Council**

Education Department  
**EDUCATIONAL**

**PSYCHOLOGIST**  
Salary £8,454-£14,253 pa

A full-time Educational Psychologist is required to work in North-East of the County, the base being at Swindon. Applicants should have a good honours degree in Psychology, at least two years relevant teaching experience and a recognised qualification as an Educational Psychologist. For details of the post and to apply, please contact the Educational Psychology Unit, Swindon Education Authority, 100 Victoria Road, Swindon, Wiltshire, SN1 1JH. Tel: 01753 554411. Fax: 01753 554412. Closing date: 15.12.99.

Psychologist.  
Application forms and further details available from  
Chief Education Officer, County Hall, Trowbridge  
Wiltshire BA14 8JB, Tel: Trowbridge 3641, Ext. 2  
quoting reference E.83.267 returnable by 29th July.

from  
1947  
1948  
1949  
1950

## 2 Educational Psychologists

**£9,069 – £14,868**

Applications are invited from qualified Psychologists for two newly established full-time posts in the

Psychological Service and Child Guidance Clinic.  
Both Educational Psychologists appointed will become  
the multi-disciplinary team in a developing service.

For informal enquiries please telephone Mrs. Eve Holt  
0203 6167.

Application forms and further details are available from the Director of Education, PO Box 58, Civic Centre, Street, Enfield, EN1 3XQ.  
Telephone 01-366 9368. Closing

date 22nd July 1983.  
Please quote reference OGD/329.

London Borough of  
**Enfield**

# Entfield



